

SECONDARY SCHOOL DIRECT – PGCE PARTNERSHIP AGREEMENT from September 2019 to August 2020

Between: _____ and Newcastle University

ITT Provider Lead and partner schools	<ul style="list-style-type: none"> • Newcastle University as ITT Provider • Lead School - Cardinal Hume Catholic School, Gateshead with their partner schools • Lead School - Emmanuel College with their partner schools • Lead School - King Edward VI, Morpeth with their partner schools • Lead School –St Mary’s, Longbenton with their partner schools • Lead School - Whitley Bay High School with their partner schools
Key Individuals	<ul style="list-style-type: none"> • Kim Cowie / Jon Haines- Newcastle University • Paul Burrows / Carolyn Adams - Cardinal Hume Catholic School, Gateshead with their partner schools • Spencer Hennessey / Carole Clark - Emmanuel College Gateshead with their partner schools • Helen Gardiner- St Mary’s, Longbenton with their partner schools • Fiona Hepton / Sharon Armstrong – Whitley Bay High school with their partner schools • Sarah Broadway - King Edward VI, Morpeth with their partner schools
Governance	<ul style="list-style-type: none"> • The Lead Schools are represented at the Secondary Partnership Management Group with one delegate each (either the Lead Contact or the Professional Tutor). • The Partnership Management Group itself is an essential component of any actions taken by the ITT Provider in relation to programme content and processes. This will also include contributing to the partnership’s future direction and vision. • As the SD trainees will be working and studying alongside the ‘traditional’ PGCE students both cohorts will be borne in mind when programme features are established. The Lead Schools will be consulted on proposed changes and final outcomes will be negotiated by the ITT Provider whenever necessary.
Review processes	An on-going aspect of the review process will be the trainee feedback that will be gathered on at least two occasions each year by the ITT Provider. This will be shared with the Lead Schools so that responses and any concomitant actions can be decided upon.

	<p>The trainee feedback gained during the year will be consistent with the Ofsted on line questionnaire so that the particular items enquired about during an inspection visit will be familiar to all stakeholders.</p> <p>The tracking of trainee progress will also be a vital element of continued monitoring and review with a 'traffic light system' employed by the ITT Provider to identify levels of progress and possible ways in which the highest outcomes can be achieved. This information would be immediately shared by the ITT Provider so that the SD Lead School would be involved in necessary discussions regarding further interventions. This will be enabled by the university staff in their role as Progress tutors attached to each lead school alliance.</p>
<p>Quality Assurance by the Accredited ITTP</p>	<ul style="list-style-type: none"> • The ITT Provider is responsible for the overall quality of training and outcomes for the year as a whole. Their involvement then will be essential in, though not limited to, the following: • Selection procedures and security of final decisions • Evaluation of the subject mentoring process and its effectiveness in promoting the best outcomes within Lead School alliances • <i>The provision of academic 'Subject Leads' for each trainee (within the CORE subjects) on the SD programme and Tutor & Lead Tutor for SD+ subjects i.ie: those subjects not part of the university CORE provision*</i>. The Lead Tutor will QA subject training organised by the Lead School. External moderation processes including the employment of suitably experienced External Examiners from other Providers • The supervision of SD trainees whilst on placement and judgements made regarding the breadth/suitability of school experience that is being gained <i>to ensure that SD and SD+ trainees gain appropriate experience across all key stages.</i> • The meeting of individual developmental needs through teaching experience and training opportunities • The overall ensuring of compliance with the ITT Criteria and the provision of the highest quality of training and challenge for all groups of students <p><i>* All subjects outside of Mathematics, Science, MFL and Geography organised by the Lead school.</i></p>
<p>Risk register and mitigating action</p>	<ul style="list-style-type: none"> • A Risk Register will be established by the Provider before the commencement of the PGCE year when final trainee numbers and subject compositions are known. This will inform a running record of potential risks, their likelihood of occurrence and the possible impact level. Actions taken to address risks that arise will become part of this document together with an evaluation of the associated level of success and further steps. • The close relationship between the 'traditional' PGCE and the SD route enables the provision of a programme rooted in experience but flexible to innovation. The changed nature of the Secondary PGCE menu does however indicate some

	<p>risk factors. These are outlined below with the actions needed to minimise risk and maximise benefits.</p> <ul style="list-style-type: none"> • <i>Secondary subject specialism outside of the CORE and therefore not provided by the ITT Provider will be delivered in the Teaching School Alliance.</i> • The expansion of the range of schools and mentors from those previously worked with/known – emphasis on the <i>quality assurance of mentor induction and a commitment on the part of the school to support mentor training</i> and further development sessions across the SD and the ‘traditional’ PGCE route with a particular focus on the consistency of assessment • Varied numbers of trainees in different subjects/schools with restricted peer support – careful monitoring of their progress through ‘traffic light’ mapping of progress and tutorial system at ITT Provider • <i>The flexibility of the programme with regard to school based training and experience will be maintained through regular meetings of the University Tutors and through regular contact between University Progress / Subject Tutors and Subject Mentors. The ability for Lead Schools to offer more flexible and bespoke provision will be made possible by this arrangement with the Provider’s representative being responsible for overall effectiveness and quality*.</i>
<p>Evaluation processes</p>	<ul style="list-style-type: none"> • The Lead Contacts meet at least termly to discuss the training programme and give feedback on course content. This also provides the opportunity to update each sector with developments in research, pedagogy, national and local initiatives and strategies as well as Provider’s specific issues. • Lead Schools will be able to outline how the ITT Provider can actively encourage recruitment success in the application process. • In January, each year all Lead schools will be consulted on current successes and progress as well as possible changes to the Partnership Agreement for the following academic year. • At the end of each academic year all parties will meet in order to evaluate the success of selection, trainee progress, employment rates and the award of the PGCE at Masters Level.
<p>Resources and Funding</p>	<ul style="list-style-type: none"> • The tuition fee for the PGCE course is set by Newcastle University at £9,250 per trainee. • The ITT Provider receives the PGCE fee of £9,250 per trainee. • Each Lead School receives funding of £3,600 per trainee directly from the ITT Provider. This funding recognises the increased work-load of the Lead Schools in terms of administration, recruitment, placement and some additional training/placement days. Lead Schools will reimburse other institutions for hosting placements and providing specialised training opportunities. The Provider will have quality assurance responsibilities for placements but Lead Schools will be tasked with ensuring their suitability with regard to individual trainee’s needs. • The training for SD+ subjects, will be the responsibility of the Lead Schools for eight of the eleven subject days for

	<p>which the Lead Schools will receive £4,600. The Lead School will organise the subject training and ensure the student is fully informed of this. The training will be QA by the ITT Provider, in consultation with the Lead School. The ITT Provider will on three subject days.</p> <ul style="list-style-type: none"> • The resources distributed in the case of a trainee that withdraws from the PGCE during the year will be adjusted on a pro rata basis according to the stage of the programme reached. • Salaried School Direct trainees will be paid via the Lead school, including payment of salary. • Fees and payment for University-based training will be determined on a case by case basis according to the balance of provision between the school and University.
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Roles and responsibilities

<p>Recruitment and selection</p>	<ul style="list-style-type: none"> • The ITT Provider is to conduct a check for basic eligibility for all those applicants under consideration for short listing by the Lead school. This will relate to GCSE qualifications, suitable experience and, where relevant, a more subject focused analysis of degree composition/international equivalence. The ITT Provider is to comment regarding the above items with an explicit warning about any perceived deficits or shortfalls affecting suitability to teach. This will be managed through engagement with the UCAS application portal. The ITT Provider is responsible for advertising the School Direct PGCE route on the university website as well as working with their Careers Service to arrange university based events and other forms of marketing/promotion for all the Lead Schools' vacancies • The ITT Provider will pass on any School Direct advertising information to successful PGCE candidates, who are on the ITT Provider's waiting list. • The Lead Schools are responsible for advertising their own School Direct places via their websites and other means as they see fit. • The Lead Schools are responsible for shortlisting candidates for interview and arranging the substance of this process. Criteria for selection and associated activities are to be shared with the ITT Provider to enable checks in relation to the rigour and fairness of processes. • Representatives of the ITT Provider will attend school based selection events, when possible in order to be involved in the decisions regarding selection onto the School Direct PGCE route as well as being part of their responsibilities regarding quality assurance. • The ITT Provider will undertake all safe guarding procedures including those relating to DBS Enhanced Disclosure and will involve Lead schools in any decisions made in relation to 'fitness to teach'. However, it is the responsibility of the Lead School to carry out DBS Enhanced Disclosure for Salaried trainees. • The ITT Provider will carry out the checking of identity and validity of qualifications for all SD PGCE trainees
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	<ul style="list-style-type: none"> The ITT Provider will be responsible for assessing trainees' health and physical capacity to teach before the commencement of the programme.
Qualification / Assessment	<ul style="list-style-type: none"> The Lead Schools and the ITT Provider agree that all School Direct trainees will be enrolled on the School Direct PGCE course and aim to complete the PGCE M-level (60 credits) course as part of their School Direct Programme. The teaching and assessment in relation to the PGCE credits will be the sole responsibility of the ITT Provider who will ensure that all procedures comply with the requirements of Quality Assurance Agency for HEIs. The tracking of progress in relation to Qualified Teacher Status will continue throughout the year and result in a final assessment visit when the ITT Provider and school colleagues will arrive at a final judgement of performance against the Teachers' Standards. This evaluation will be informed by External Examiners appointed by the ITT Provider.
Duration of School Direct Programme	<ul style="list-style-type: none"> The School Direct Programme starts with a placement at the Lead Schools or a member of their alliance on the first day of the academic year. The School Direct Programme finishes on the last day of the PGCE year though Lead Schools may wish for their SD trainees to continue to gain experience within their alliance. The School Direct trainees complete the PGCE taught element in mid-June together with the 'traditional' PGCE cohort and will go forward to the final Board of Examiners before the Congregation event when awards are recognised. Salaried School Direct trainees' timetable to be agreed by school and University prior to course commencement. <i>It is a requirement that all trainees undertaking the M-Level PGCE course attend all University non-subject sessions where Module teaching and guidance is provided.</i> The extent to which they take part in university-based subject development sessions and responsibility for subject knowledge development is also to be agreed for each individual concerned.
Placements	<ul style="list-style-type: none"> The Lead School arranges a placement at a different and contrasting school for their School Direct trainees Whilst the placements during the year are organised by the Lead school the provider will have the responsibility of ensuring that the breadth of experience and diversity of context necessitated by the ITT Criteria are met in full. The ITT Provider will monitor and supervise the quality of placements and ensure that each individual student receives the teaching opportunities necessitated by a training course that obliges sustained engagement over key stages 3, 4 and 5, if possible. The ITT Provider and the Lead school work together on ensuring the suitability and quality of the second school placement so that trainees are empowered to succeed at the highest level possible. This will be informed by the target setting and action planning cycle established by the ITT Provider. The Lead School arranges during the academic year but before the end of the PGCE course (mid-June) a placement at a primary school. This placement should not be less than three days.

	<ul style="list-style-type: none"> • Lead Schools are encouraged to provide a range of other experiences for their own trainees in order to widen their breadth of knowledge and skills.
Core Training	<ul style="list-style-type: none"> • The Lead Schools and the ITT Provider work together to ensure that School Direct trainees receive coherent training and that those aspects pertinent to the ITT Provider’s sessions (lectures and seminars) are built upon at school level by the Lead Schools. • ITT Provider and Lead Schools work collaboratively on offering any additional training arrangements that are on offer for the ‘traditional’ PGCE cohort to the School Direct trainees.
Training (including observations)	<ul style="list-style-type: none"> • The ITT Provider is responsible for the coordination, delivery, marking and feedback of all M-level modules • The School Direct trainees attend lectures, professional studies and subject specific curriculum seminars. • The School Direct trainees are expected to attend at least five tutorials with the ITT Providers’ progress tutor to discuss progress in regards to assignments and their progress to QTS. • Qualified Teacher Status • Lead Schools focus on developing the School Direct trainee as a practitioner within the classroom and the school in a wider sense. • Lead Schools nominate a Professional Tutor as well as a Subject Mentor, who will support the School Direct trainees in their progress to becoming a qualified teacher. • Lead Schools ensure that trainees are formally observed at least weekly and that this is followed by an in-depth debrief to identify a trainee’s strengths and areas of improvement. • Lead Schools ensure that trainees have regular meetings with their Subject Mentors (once a week). • Lead Schools ensure that appropriate training is offered. This will not only include in-house seminars and training sessions but also observations of fellow colleagues, tracking of pupils, collaborative planning and teaching. • Lead Schools ensure that trainees gain pastoral experience. • Lead Schools ensure that trainees are involved in as much whole staff CPD as possible to enhance their knowledge base. • The ITT Provider arranges supervision visits often including direct observations of teaching of the School Direct trainees at least four times a year though this might include visits from the External Examiner or Moderator. The purpose of the final visit is to verify the Lead Schools’ judgements in regards to Ofsted grading as well as QTS accreditation. During this visit, the ITT Provider assesses the QTS evidence collected by the School Direct trainee and a learning conversation about progress is conducted between School Direct trainee, School Direct Subject Mentor and the ITT Provider. • Should the Lead Schools have any concerns regarding a trainee’s progress in the successful achieving of QTS, the ITT

	<p>Provider will be called upon for additional monitoring visits together with a representative of the Lead Schools (e.g. Subject Mentor, Professional Tutor). The usual <i>'Cause of Concern' / support Plan procedures will be followed as with the 'traditional' PGCE students*</i>.</p>
Mentor and PT Training	<ul style="list-style-type: none"> • The Lead Schools provide appropriate in house training for their Subject Mentors and Professional Tutors as well as ensuring their attendance at the ITT Providers' Induction and Development events. • The ITT Provider establishes a programme of mentor training (which will also be available to Professional Tutors as Required) Which emphasises the induction of school colleagues new to the role as well as the further development of more experienced colleagues.
Transition to Employment	<ul style="list-style-type: none"> • The Lead Schools take first responsibility here and support a School Direct trainee, who cannot secure employment at the Lead School and/or a school within their alliance. • The ITT Provider supports the Lead Schools in this endeavour and functions as a second referee. • The ITT Provider informs the Lead Schools of any additional employment related training or guidance. This will include the full involvement of the HEI's Careers Service. • The Lead Schools and ITT Provider commit themselves to support the School Direct trainees to gain their PGCE as well as their QTS status in line with the 'traditional' PGCE course. • Should the School Direct trainee gain the PGCE to deadline but need more time to collect evidence for their recommendation for QTS (due to illness or other reasons involving some interruption of studies), the Lead School secures further training until the end of the academic year. The ITT Provider carries out the quality assurance through another final assessment visit.

I agree to the Partnership Agreement as it is written above to the Partnership Agreement signed on

Date: _____

Name: _____ Signature: _____

Role: _____ School: _____