



SECONDARY

PGCE

FRAMEWORK DOCUMENT 2019-20

This document outlines each partner's roles and responsibilities, sets out arrangements for preparing and supporting staff as well as how resources are divided and allocated. It has been arrived at through a process of consultation and negotiation.

The Secondary PGCE Partnership Document

The University and Partnership Schools are jointly responsible for the training and assessment of student teachers in the Teachers Standards for Qualified Teacher Status (QTS)

This document provides an agreed framework within which the two partners, the University and the School, can work together to provide effective training for Secondary PGCE student teachers which will enable them to meet the required standards on completion of the PGCE at Masters level course.

The document sets out the following information:

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Context

This course is the product of negotiations and continuous review between the Partnership Schools and the University.

The PGCE course has, as its main objective, the training and professional development of student teachers so that they are competent to enter the teaching profession and are able to establish effective working relationships with pupils, students, parents and colleagues.

Section I: Principles for Design and Management of the Course

1. That the design and management of the whole course should be arrived at through joint negotiation and planning between the University and Partnership Schools and should be regularly reviewed at meetings at which both parties are represented.
2. That the University and the Partnership Schools will be jointly responsible for training in subject teaching competences and for the preparation of students for their wider professional responsibilities.
3. That students should develop their knowledge, skills and understanding through a continuous process of engagement in school-based or school-related activities, diagnostic feedback on progress, and periods of guided and structured research and reflection located both in the Partnership Schools and in the University.
4. That students should progressively develop their own skills of self-assessment through analysis and recording their own progress. Identification of strengths and weaknesses will enable the setting of goals for improvement and consolidation of their skills.
5. That the Partnership Schools and the University will both be involved in formative and summative assessment of the students. The University Board of Examiners, on

which the Partnership Schools will be represented, will have the final decision whether individual students should be recommended for Qualified Teacher Status.

6. That all members of the Partnership will adhere to the Equality, Diversity and Cohesion Policy of the School of Education, Communication and Language Sciences and that any indication of discrimination or unfair treatment will be immediately notified to the Director of the Secondary PGCE. Any issues arising thereon will be examined in an open and transparent manner with all those involved. Disclosure of any incident or actions relating to Equal Opportunities will be shared and addressed by all parties.
7. That the University will transfer to the Partnership Schools a sum of money for each student placement according to the rate and arrangements detailed in this document. The sum agreed will include an element for attendance of staff from Partnership Schools at planning and review meetings, and where appropriate, meetings of the Board of Examiners. Involvement of school colleagues in the admissions process for the PGCE at M level is a core expectation for all Partnership Schools. Supply costs will be given to enable PT's involvement.

Section II: The Structure of the Secondary PGCE at M level course

The Secondary PGCE is a 37 week course which contains the following elements of school based experience:

- One week in a Primary or Middle school – arranged by the student teacher
- At least five weeks in the first placement school preceded by a number of serial visits
- At least eleven weeks in the long placement school preceded by a number of serial visits

Partnership Schools may wish to take student teachers for one or both placements and it is recognised that this will vary across departments within institutions.

Section III: Roles and Responsibilities of Parties to the Partnership

Introduction

1. Partnership Schools can decide EITHER to take part in the full training programmes (in which case they will receive two sets of students during the year) OR to take students for just one phase of the programme. The two phases are:
 - a) the autumn term including the first teaching placement,
 - b) the spring term and the long teaching placement.

It is an expectation of the Partnership Framework that schools enable the student teachers allocated to them to have teaching contact with all available key stages (3, 4 and 5) though it is recognised that the form this takes will be partially determined by the nature of internal and external examinations.

Partnership Schools will each appoint a Professional Tutor and Subject Mentors. Their respective responsibilities will be as set out below.

2. The University will nominate a Director of Secondary PGCE who will be the point of liaison for the Partnership Schools. His or her responsibilities will be as follows:
 - a) To co-ordinate the work of Professional Tutors in the Partnership Schools in their delivery of the Professional Studies strand of the course
 - b) To organise the programmes of mentor and tutor training

- c) To oversee the admissions procedures
 - d) To oversee the placement of students in Partnership Schools
 - e) To oversee the administrative support for the course at the university
 - f) To monitor all Quality Assurance mechanisms
 - g) To facilitate progression from the PGCE at M level to other M level courses when appropriate
 - h) To attend the meetings of the Board of Examiners
3. The University will also nominate Subject Leads in each curriculum area for which students are accepted for training, as well as Progress Tutors for the cross subject groupings of student teachers.
- (a) The participants' roles and responsibilities have been frequently re appraised through dialogue across the partnership. The current formulation is as follows.

They concern:

- Student Teachers
- University-based Progress Tutors
- University-based Subject Leads
- School-based Professional Tutors
- School-based Subject Mentors

Parties to the Partnership

Student Teachers

At the School of Education, Communication and Language Sciences student teachers should begin to acquire the knowledge, skills and understanding which will underpin their on-going professional development; at Partner Schools they should practise and further develop their professionalism.

The responsibilities outlined below are an attempt to help student teachers to know what is expected of them at both locations within their integrated course.

In the University

In Partner Schools

Be part of both Subject and progress groups, and take an active part in teaching sessions	Be aware of the roles of their Professional Tutor (PT), Subject Mentor (SM) and other teaching staff, and develop an effective working relationship with them.
Attend all sessions or consult with Progress Tutors when prevented from doing so. 90% attendance at least, is the expectation	Work with their PT and SM to negotiate appropriate schedules, <i>including teaching across all key stages*</i> .
Familiarise themselves with all relevant documentation	Show professional standards in accordance with school policies
Notify the PGCE office of any absence for university sessions and for serial visit/placement days	Inform the host school as soon as possible regarding absence and advise with regard to suitable work for classes missed.
Develop and maintain their teaching subject knowledge	Make use of all opportunities to observe lessons, supporting as appropriate.

Follow university guidelines concerning the tracking and evidence collection relating to the QTS Standards	Take responsibility for the collation of evidence and target setting according to the individual's training plan.
Develop knowledge and understanding of the National Curriculum and of the place of their teaching subject(s) within it.	Plan lessons within given guidelines and keep clear and accessible records
Develop knowledge and understanding of current approaches to the teaching of their subject(s).	Engage in feedback sessions with SM and/or others
Be familiar with recent governmental policies and initiatives	Understand the context for school and departmental decision making
Develop knowledge and understanding of processes whereby their pupils learn in their subject area	Develop the skills appropriate to the teaching of their subject(s) and to the conduct of well-managed classes.
Develop knowledge and understanding of principles of classroom management and of the purposes and procedures of Assessment	Become familiar with school's assessment practices; and monitor/record pupils' progress accordingly
Develop knowledge and understanding of the UK school system and of teachers' wider professional responsibilities	Assist as appropriate in the school's pastoral work and attend meetings (e.g. with parents) as required
Consult relevant literature and make themselves aware of current developments in education	Gather and organise appropriate evidence to support their further professional development and action planning.
Develop an understanding of the importance of research ethics	Carry out enquiries and action research in a professional and sensitive fashion.
Collaborate with fellow student teachers in order to plan enquiries	Follow guidelines regarding ethical practice when conducting small scale and action research
Gather information on, and make application for, teaching posts.	Take any opportunities offered to them with regard to interview practice and application procedures
Keep university staff informed of any school based issues or causes for concern.	Raise any difficulties or concerns with the Professional Tutor and any other appropriate school colleagues
Take the opportunity to share videoed lessons with your tutors where appropriate school and pupil consent has been gained	Undertake at least one videoed lesson observation per placement which is proactively used to help illustrate good practices and identify areas to develop practice

University Progress Tutor role and responsibilities

- Provide:
 - An up to date reading list/website guidance focused on generic Professional Studies aspects of teaching
 - Guidance for the completion of the university modules throughout the year
 - Assessment of all university submitted work and the provision of both formative and summative feedback
 - References completed on specified dates during the PGCE year employing feedback from school colleagues and Subject Leads
 - Mentoring regarding the individual's training plan and its role in enhancing outcomes
 - Organise and lead seminar sessions as indicated within the 'core' provision – this will build upon school based activities and experiences
 - Conduct at least one school visit during the year with a professional development and quality assurance focus, either in person, or through the sharing of a videoed lesson
 - Update the student records after each visit
 - Track student progress over the course of the year and give guidance on how to make good any deficits in regular tutorials
 - Ensure that any students whose progress has stalled or have become a 'Cause for Concern' become priorities for action and intervention
 - Quality assure school placements in terms of student entitlement and compliance with the associated ITT Criteria
 - Monitor work of subject mentors through the employment of student feedback as well as the result of the visits of Subject Leads

University Subject Lead role and responsibilities

- Provide:
 - An up to date reading list focused on subject specific pedagogy
 - Guidance to useful sources for teaching including websites, professional organisations, etc
 - Pre course tasks and subject knowledge audit
 - Contribution to university reference within the agreed template and parameters
 - Organise and lead subject specific training as indicated within the 'core' provision according to the number and composition of the student cohort. This will also include guidance for school based subject training provision.
 - Conduct up to three school visits during the year with a subject pedagogy/knowledge focus either in person, or through the sharing of videoed lessons
 - Update the student records after each visit
 - Track subject knowledge over the course of the year and give guidance on how to make good any deficits
 - Address any subject related queries from school colleagues
 - Monitor work of subject mentors and complete short report after each school visit

School-based Professional Tutors

PTs have the dual role of co-ordinating the ITT activity in their school as a whole and of overseeing / providing the school-based elements of the Professional Studies programme. They are also the channel for co-ordination of the school's role in the assessment of student teachers.

- Professional Tutors should thus:
 - Manage and develop the school's role within the Partnership; and attend relevant meetings
 - Undertake school based evaluations of the quality of training in line with university guidance
 - Negotiate placements for an agreed number of student teachers within the school, for both placements of the Course
 - Co-ordinate the full ITT programme within the school
 - Ensure that student teachers have the necessary information for a successful induction to the school
 - Co-ordinate and organise the school-based Professional Studies programme
 - Induct student teachers into the culture of the school and ensure their access to all essential facilities
 - Provide student teachers with opportunities to observe a range of teaching in areas outside their subject specialism
 - Identify, prepare and support Subject Mentors in the school, thus ensuring high quality delivery
 - Monitor the work of Subject Mentors and of the impact of student teachers' presence in the school as a whole; observe student teachers in the classroom as deemed appropriate, discussing their progress with them
 - Take responsibility for arriving at a shared understanding across the school through a programme of joint observations with Subject Mentors thus facilitating internal quality assurance
 - Ensure completion and collation of assessment reports
 - Facilitate weekly meetings for all student teachers to enable the sharing of experiences and networking whenever possible across institutions
 - Enable and promote the trainee's use of video for analysis and reflection on their own teaching the pupils learning
 - Oversee the effective access to subject specialist teachers and teaching to help develop the trainee's subject specific knowledge development
 - Be prepared to contribute to the interviewing and selection of student teachers during the school year as and when available

School-based Subject Mentors

Subject Mentors play a key role in the student teachers' development of classroom skills and the teaching of their subject(s). They may or may not be heads of department. They are responsible to the Professional Tutor in their school with respect to the place of subject based experience within student teachers' school-based experience overall.

- Subject Mentors' responsibilities are thus as follows:
 - - Induct student teachers into the relevant subject department; liaise with other teachers in the department; help student teachers to develop positive working relationships with departmental staff
 - Devise a programme of subject-related observation and other activities to be undertaken during a student's serial experience; also a time-table of lessons to be taught during each block experience
 - Involve student teachers in departmental meetings and other departmental activities
 - Ensure at least minimum entitlement time is available (one hour in each week of block experience) for discussion of a student teacher's classroom work; set aside regular time/times for this
 - Provide support for the planning of lessons as appropriate; monitor student teachers' planning and teaching records
 - Help student teachers to set targets and plan strategies for achieving progressive development in classroom performance
 - Serve as a role model by demonstrating successful teaching strategies and methods of establishing good working relationships in the classroom
 - Discuss the focus of observations beforehand with the student teachers
 - Observe student teachers teaching in accordance with guidelines in the Mentoring Handbook; co-ordinate such observation of student teachers as may be carried out by class-teachers in the department
 - Participate in joint lesson observations and debriefing with the university staff especially Subject Leads
 - Give constructive oral and written feedback to student teachers, either immediately or at the appointed time for mentoring (or both); counsel student teachers appropriately
 - Become involved in cross subject lesson observations as appropriate within their own school
 - Liaise with Professional Tutor and University Progress Tutor on student teachers' progress, following guidelines in the Mentoring Handbook on cases giving cause for concern
 - Gather, co-ordinate and pass to PT formal assessment data and reports on student teachers' progress and attainment, in accordance with PGCE at M level examination procedures
 - Promote their own development as SMs, as well as the supportive role of departmental colleagues as appropriate; attend mentoring development meetings of the Partnership and consider participating in cross-mentoring between schools.
 - Be prepared to become involved in the interviewing and selection of student teachers in their own subject area.

- Enable and promote the trainee's use of video for analysis and reflection on their own teaching the pupils learning.

Section IV: Staff Training and Support

The induction of those colleagues new to the mentoring process and the continuing professional development of the more experienced are important elements of the work of the university. Training and support are differentiated according to audience and respective needs.

1. Sessions for new Professional Tutors and Subject Mentors

Training workshops are held at the start and during each placement for those who are new to their role. The aim is not only to explicate the ways of working belonging to our Partnership schools but also to share perceptions and experiences. The New Mentor induction sessions vary in their aims and structure according to their place within the chronology of the course. They take place after school time with sessions will be run at the University and online. **The expectation of the school is that they will provide the opportunity and ensure colleagues are able to attend the training sessions, particularly any colleagues that are inexperienced in our partnership arrangements and procedures***

2. Cluster group meetings are held twice a year and serve the dual purpose of facilitating dialogue between the university and the partnership schools and enabling the sharing of experience and good practice between nearby schools.

3. Ongoing training opportunities

The move towards online and twilight sessions for the training and development of Subject Mentor training will be continued and extended during this academic year. This will involve after school working sessions in addition to the occasions when the primary focus is to meet with the appropriate trainees. The emphasis will be on the shared understanding of processes of mentoring and assessment.

4. The enhancement and recognition of skills – CPD

The move towards the PGCE at M level has facilitated a greater coherence with other Masters levels modules and opened up opportunities for further CPD. Subject Mentors that are still relatively early in their careers may wish to take advantage of the other M level modules (e.g. Coaching) that may be available to them.

Section V: Quality Control and Quality Assurance Procedures

There are several facets to the quality control and quality assurance process. They not only derive generally from good educational practice but reflect obligations placed upon the Partnership by the NCTL, Ofsted and university requirements.

Quality control

1. Explicit policy and criteria for selection of students onto the course including the involvement of Partnership Schools in the selection of students.
2. A systematic survey of student views of their initial expectations, and on the quality of their training, collected at several points on the course. This is entitled the Professional Review and occurs in the university during the year and in placement schools at the end of each practice.

3. A systematic survey of Mentors' and Professional Tutors' views of the training programme and the mechanisms underlying the Partnership. This is arrived at through the submission of placement reports.
4. A Staff-Student Committee in the University which meets at least four times a year.
5. Regular meetings between University Lecturers and staff in Partnership Schools to ensure consistency of agreed training opportunities and procedures including student assessment.
6. Half-Termly meetings of the Secondary Partnership Committee which has an overview of current practices and input into future planning.
7. Joint lesson observations conducted by university based staff and the Subject Mentor in both placements so as to arrive at a consistency of judgement and a parity of mentoring procedures. This procedure is now an embedded part of our practice and further guidance is given within the Mentoring Handbook.
8. Annual visit by external examiners, towards the end of the course, to act as moderators and to advise in a broad sense on the workings of the Partnership.

Quality Assurance

1. There is a Board of Studies for the PGCE at M level course which meets three times a year to consider:
 - (a) The criteria for selection of Partnership Schools,
 - (b) The selection of Partnership Schools,
 - (c) Quality assurance issues including criteria for selection of students,
 - (d) Review of course design and content as agreed between the University and Partnership Schools,
 - (e) Evaluation of the Partnership Scheme and arrangements,
 - (f) Resolution of any unresolved disputes between the University and a Partnership School.
 - (g) Other areas as required by University regulations or guidance.

Membership of the Board of Studies includes representatives of Partnership Schools.

2. Representatives from the Partnership Schools are nominated as members of the University's Final Board of Examiners for the Secondary PGCE
3. The University's internal procedures for Quality Assurance apply to the Secondary PGCE course and take place regularly. They involve a detailed Programme Review. The University's internal quality assessment procedures are in line with the current HEFCE Circular.
4. There is a procedure of annual course monitoring in the University which feeds into the Programme Review and Quality Assessment exercises
5. The annual Self Evaluation Document completed each year provides an overview of short term and more strategic aims as well as the associated targets and actions.
6. Periodic inspection by Ofsted.

Section VI: Transfer of Resources

Partnership Schools will receive payment for the student teachers they take on the following basis:

1. During the Teaching Placements, each student will be entitled to an hour on a one-to-one basis with his or her Subject Mentor.
2. The transfer of resource per student will be £1,300. It will be divided as follows:

£560 will be transferred for a placement in the Autumn Term including the First Teaching Placement

£760 will be transferred for a placement in the Spring Term + Long Teaching Placement

- **Partnership schools are required to invoice the School of Education, Communications and Language Sciences, for student placements in December for the First Placement, and in June for the Long Placement.**
- **This will be facilitated through the submission of the reports at these stages.**
- **Partnership schools must also invoice ECLS for any supply cover costs which have been agreed with the school.**

3. From the resource transferred, it will be the responsibility of each Partnership School to decide whether, and at what rate, staff should be paid for attendance at mentor training sessions, planning and review meetings, and Final Examiners Board (if appropriate).
4. Subject Mentors from Partnership Schools who attend the selection interviews will be entitled to reimbursement of travelling expenses from the University. Professional Tutors who attend the full selection procedure for a group of students will be entitled to invoice the School of Education, Communications and Language Sciences for a half day supply cover.
7. The University and the Partnership Schools will use their best endeavours to resolve amicably any difficulty which may arise over partnership and the transfer of resources. Each situation will be dealt with on its own merits. The situations where such difficulties may arise are recognised as including: unforeseen change of circumstances in a Partnership School that makes it impossible to provide a placement previously agreed; failure of student to register for the course in spite of acceptance of firm offer; student withdrawal from the course; agreement that change of school within a placement is desirable for a student.

Section VII: Criteria for Selection and De-selection of Partnership Schools

To ensure the success of every placement, it is important that only those schools which are willing and able to provide the support, mentoring, teaching and assessment are involved in the partnership. The following criteria may, therefore, be used in the selection or de-selection process:

- Professional Tutors and Subject Mentors attend the appropriate university based training sessions
- A high level of positive responses is received from trainees
- Compliance with the Equality, Diversity and Community Cohesion Policy of the School of Education, Communication and Language Sciences

- Consistent positive feedback is received from External Examiners
- Active involvement in the selection process for the PGCE at Masters level
- **Student teacher contact with all key stages taught within the school. If this only covers two key stages school and university must liaise to ensure the student has experience of all key stages***
- Professional Tutors and Subject Mentors are consistent in fulfilling their roles and responsibilities;
- Previous successful experience of involvement in Initial Teacher Training;

Selection and De-selection process consequent on Ofsted inspections of partnership schools

Any schools which undergo Ofsted inspections resulting in the institution being placed in a category i.e. either having serious weaknesses or in special measures would be obliged to notify the Degree Programme Director immediately. The decision regarding whether to continue to use the school as a possible training or placement venue would depend to some degree upon the nature of the weaknesses identified though in most cases the risks will outweigh the possible benefits to the student concerned.

In terms of schools that are or have been judged to 'require improvement' the decision will be more complex and contextual. Information and knowledge regarding the particular circumstances of the school and the relevant department(s) would be sought in order to arrive at a judgement regarding the possible benefits to the student in relation to any deficits that the school may have in terms of the provision of training opportunities and the observation of 'outstanding practice'.

It is an important principle that schools in challenging circumstances that are performing well but may have had an Ofsted judgement of 'requires improvement' should still be considered as appropriate partnership schools as long as student experience is positive and the school trajectory is one of meeting its targets. Any decision to continue with a school placement within the context of 'requires improvement' would be contingent upon the following criteria being met:

- ✓ Teaching and learning within the relevant department would be considered by the Secondary PGCE partnership to be at least 'good' and would be supported by positive recent examination outcomes
- ✓ There would be a long standing and successful involvement of the Professional Tutor and Subject Mentor in the work of the Secondary PGCE partnership
- ✓ Any student teacher progress and feedback in the previous academic year would be supportive and at least as good as predicted
- ✓ Regular monitoring of the quality of mentoring would be undertaken by the provider in order to ensure the suitability of provision and the security of eventual student teacher outcomes

Section VIII: The Partnership Agreement

In agreeing to enter into partnership with the University it is important that all schools understand the nature of their involvement in the training of trainees and are willing and able to fulfil the requirements of the partnership.

The requirements of a Partnership School are as follows:

1. To provide trainees with experience across the secondary age range from 11–18 according to the particular opportunities available.

2. To provide a whole school setting which has a positive attitude to the training of teachers and where the whole staff recognise the importance and value of participating in the development of new professionals.
3. To adhere to the allocation of teaching time specified and not make inappropriate demands on trainees, e.g. covering for absent colleagues.
4. To provide guaranteed time for school staff to hold weekly mentoring sessions.
5. To ensure that trainees have the opportunities, support and guidance required to carry out school based tasks and research.
6. To nominate suitably qualified and experienced staff who are willing and able to participate in: mentoring trainees, helping trainees to develop professionally, teaching trainees about particular aspects of their work as teachers; and assessing the progress trainees make.
7. To ensure that trainees: are formally observed during each week of a placement; are given oral and written feedback on their progress (including clear targets and suggested strategies); read and comment on reports of their progress; and receive support in gathering evidence illustrative of meeting the Teachers' Standards.
8. It is our intention that all trainees will be given a VEO (Video Enhanced Observation) account for the duration of their training. This will enable them to record their own lessons on any permitted device and retrospectively tag and identify good practice and areas for development within the video. Videoed lessons and the associated tags and comments can then, where permission has been granted, be shared remotely with Progress Tutors/Subject Leads/Subject Mentors and Professional Tutors for further comment and feedback. Partnership schools should support trainees in establishing consent from parents/guardians for this purpose. Where existing consent does not already exist – trainees will be given a pro-forma consent letter for this purpose. The trainee's videos are never publically available, are stored on an encrypted Amazon Web Services Server and can only be shared with members of the PGCE team or your own school staff if you are already VEO subscribers. The trainees' accounts will be deactivated at the end of the PGCE training year and associated videos will be deleted. VEO complies with DfE guidance on cloud services and storage. Where it is not possible for PGCE students to use VEO, the placement school should enable them to use the system/method used in the school, or in another appropriate way
9. To be involved in the Selection process for applicants to the PGCE at Masters level on at least one occasion in the academic year, if at all possible.
10. To appoint suitable qualified and experienced staff to the positions of Professional Tutor and Subject Mentor. The following guidelines support decision making upon suitable personnel.

A Professional Tutor would:	A Subject Mentor would:
<ul style="list-style-type: none"> • be an experienced teacher; • have experience of working with trainees as a Subject Mentor; • have undertaken some preparatory training for the role (university mentor training or equivalent) and understand the importance of quality assurance across their own institution • have experience of working with and supporting colleagues; • be able to co-ordinate an appropriate professional programme for the trainees; • be up to date on current curriculum developments; • be able to advise on and use a variety of teaching and learning approaches; • be an effective communicator with good interpersonal skills; • understand the standards which the trainees have to meet for QTS. 	<ul style="list-style-type: none"> • have at least one year's teaching experience; • have worked for at least one term in the school; • have been prepared for the role by the Professional Tutor and demonstrate a willingness to engage with appropriate mentor training • have experience of working with other adults in the classroom • be a good role model for curriculum knowledge and application, planning, classroom management, assessment, recording and reporting. • be up to date with current curriculum developments; • have demonstrated varied and successful practice in the classroom; • be an effective communicator with good interpersonal skills; • understand the standards which the trainees have to meet for QTS.

Partnership Schools have the right to require the University to withdraw an unsuitable trainee where it is considered that inadequate progress is being made and where the continued presence of the trainee would adversely affect the learning or safety of the children.

Partnership Schools are requested to seek additional support from the University as early as possible if unsatisfactory progress is being made by a trainee.

PARTNERSHIP AGREEMENT

All schools are asked to confirm that they are willing to be involved in partnership with the University by signing this agreement.

Name of School:

.....


I agree to fulfil the requirements of the Partnership Agreement with the University of Newcastle upon Tyne.

.....

(Headteacher or their representative)

A university representative signs to confirm agreement to their roles and responsibilities.

I agree on behalf of the School of Education, Communication and Language Sciences to fulfil the requirements of the Partnership agreement with the named school.



Kim Cowie
Co-Director of Secondary PGCE



Jon Haines
Co-Director of Secondary PGCE

**Please return to Lois Hodkinson – Lois.hodkinson@newcastle.ac.uk
ASAP and no later than the end of October half-term for Placement
1 and February half term for Placement 2***