



**Northumbria
University**
NEWCASTLE

Primary Partnership Handbook 2021-22

Partnership Agreement and Information for Schools

Initial Teacher Education at Northumbria University

Our vision is to:

‘Create excellent 21st Century educators who can lead and inspire pupils and young people to reach their full potential. We do this through outstanding partnership working, high aspirations, and having raising achievement at the heart of all we do.’

The Northumbria University Student Teacher....

- has pupils at the heart of everything they do
- has high aspirations for themselves and all pupils
- shows a commitment to social justice
- builds professional and positive relationships within the university and school communities
- uses current educational research to inform their thinking and practice
- is a reflective practitioner who actively uses feedback to improve
- sees themselves as a lifelong learner
- shows creativity
- is self-motivated

Contents

The purpose of the partnership handbook	4
Key contacts	5
The purpose of the primary partnership	6
Partnership agreement	8
Expectations	9
Roles and responsibilities	11
Commitment to the quality of training	20
The quality control loop	21
Important policies which underpin our partnership working	
Equality and diversity statement	22
Health and safety	25
University DBS procedure for ITE trainees	25
Safeguarding	30
Clarification of terminology	31
Primary partnership agreement to sign	32

The purpose of the Partnership Handbook

Welcome to the 2021-22 Primary Partnership Handbook.

Schools will need to familiarise themselves with the content and ensure that they understand their roles and responsibilities.

This handbook is intended to:

- be a source of information for school staff working with Northumbria primary trainees in partnership schools;
- be used alongside the support from link tutors;
- clarify procedures and outline responsibilities of different people involved in the training process;
- provide schools with sufficient information to enable them to sign and return the Partnership Agreement

Information in this handbook complies with the most up to date version of DfE's 'ITT Criteria and Supporting Advice' available at

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Key Contacts

Each person within the University-based team has a specific role and set of responsibilities within the. The information below will support you to identify the appropriate person for your query.

If your query is about:	Contact Person	Contact at:
<p>The partnership handbook and Agreement</p> <p>External Examiner visits.</p> <p>Any urgent issue</p>	<p>Karen Hudson</p> <p>Head of Subject (Education, Children and Young People)</p>	<p>karen.hudson@northumbria.ac.uk</p>
<p>Placement allocations</p> <p>A trainee or trainees on placement in your school.</p> <p>School visits or observation of trainees.</p> <p>Referred or deferred trainees.</p> <p>Mentor Training.</p> <p>Second opinion visits</p> <p>Cluster Meetings</p> <p>Any urgent issue</p>	<p>PGCE Primary: Sue Knight</p> <p>PGCE Early Primary : Lorain Miller</p> <p>BA(Hons) Primary Education</p> <p>Year 1: Lorain Miller</p> <p>Year 2: Lucy Barker</p> <p>Year 3: Debbie Myers</p>	<p>sue.knight@northumbria.ac.uk</p> <p>lorain.miller@northumbria.ac.uk</p> <p>lorain.miller@northumbria.ac.uk</p> <p>l.a.barker@northumbria.ac.uk</p> <p>debbie.myers@northumbria.ac.uk</p>
<p>A trainee on block placement.</p>	<p>In the first instance, the Allocated Link Tutor or Lead School Mentor (School Direct) Lead school mentors should liaise with their School Support Partner.</p>	
<p>For University based content, please contact the programme leader</p>	<p>PGCE Primary: Sophie Meller</p> <p>PGCE Early Primary: Jill Duncan</p> <p>BA(Hons) Primary Education: Jo Hume</p>	<p>sophie.meller@northumbria.ac.uk</p> <p>jill.duncan@northumbria.ac.uk</p> <p>joanna.hume@northumbria.ac.uk</p>
<p>Placement offers / changes</p> <p>Partnership Agreements.</p> <p>Allocation of placements.</p> <p>Finance.</p>	<p>Kevin Sugden</p>	<p>hl.placements.education@northumbria.ac.uk</p> <p>Tel: 0191 215 6474</p>

The Purpose of the Primary Partnership

Our primary Partnership exists to ensure:

- ◆ schools are at the heart of Northumbria Initial Teacher Education
- ◆ mutually supportive high-quality training for trainees in schools and in the University
- ◆ curriculum cohesion between University training and training in school;
- ◆ parity in assessment of trainees across schools
- ◆ reciprocal benefits to schools and the University

The purpose of this document is to:

- ◆ define the Partnership Agreement
- ◆ outline the management of the Partnership
- ◆ make clear the expectations of all concerned
- ◆ make clear how these can be achieved

The Primary Partnership Committee

All School Mentors are automatically members of the Primary Partnership Committee. The Committee is also made up of University representatives. Its main responsibility is to identify and discuss issues in relation to the development of Northumbria's initial teacher education in relation to Government policy and internal and Ofsted related Quality Assurance.

In brief its terms of reference are to:

- ◆ review and evaluate issues relating to school based and University training
- ◆ be involved in debate about changes to course design
- ◆ establish working groups to support development
- ◆ provide a forum for the exchange of views
- ◆ consider issues arising from evaluation by schools

The current Chair of the Primary Partnership Committee will be confirmed at the first Partnership Meeting of the year.

The Primary Partnership Committee is committed to working with a wide range of schools. It recognises that all schools have the potential to offer high-quality training for trainees. When assessing the capacity of schools to provide sustained high-quality mentoring for an assessed placement, the partnership committee considers the following-

- ◆ Trainee outcomes from previous placements
- ◆ Trainee evaluations
- ◆ Link tutor feedback
- ◆ Ofsted outcomes- we are committed to working with all school. however, we recognise that some schools may face challenges or may be placed in an Ofsted category

Placing a trainee in a school which ‘requires improvement’

We work extensively with schools in ‘Requires Improvement’. Where RI schools offer, and are judged to have sufficient capacity to support assessed placements, decisions are made on an individual basis to ensure the best possible match of trainee to school. It is our policy to place strong trainees in RI schools. Within the partnership there are some RI schools who have a very strong and sustained record of excellent ITT outcomes for trainees. In such cases, targeted trainees requiring specialist support may be placed in such schools. All decisions in relation to such cases are made at Head of Subject level.

Placing a trainee in a school requiring ‘special measures’

It is policy not to place trainees in special measures schools for assessed placement. In such cases where a school is placed in special measures during an assessed placement, the Head of Subject and Module Leader will undertake a risk assessment to determine the best course of action for the trainee and school. This will take into account:

- ◆ Length of time remaining of the placement
- ◆ Views of the school
- ◆ Views of the trainee
- ◆ Views of the link tutor
- ◆ Current trainee outcomes and predicted grades

Administration of the Partnership Committee

- ◆ The Committee meets twice a year
- ◆ Membership of the Committee is reviewed annually
- ◆ The meeting minutes will be taken by a member of University staff
- ◆ Minutes of the meetings are available to all members of the Partnership

Partnership agreement

The Agreement outlines the minimum entitlement of placement experience, including the support the school is expected to offer and duties required of the school. It also identifies how the partnership is led and supported.

The Partnership Agreement has been created to ensure:

- ◆ schools, trainees and University tutors are clear about the basic entitlement in terms of support offered by Partnership schools for trainees
- ◆ parity of experience across schools
- ◆ there is a written agreement of the level of support expected
- ◆ adequate insurance is in place and that there exist health & safety policies which will cover our students whilst on placement with you

Funding allocation

HE institutions receive no direct funding from the Government to run ITE programmes. Despite ITE trainees training for both an academic award and QTS, tuition fees for ITE programmes are the same as for all other under and post graduate programmes.

We recognise that the funding devolved to schools for placement does not cover the real time, effort and emotion involved in supervising trainees.

However, in accepting payments and signing a Partnership Agreement, a school is indicating its willingness to take on board this role and offer the minimum entitlement for supervision on placement indicated by each of the Partnership Agreements.

Signing the Partnership Agreement

Schools should sign a Partnership Agreement to take trainees on placement when they:

- ◆ have considered whether the school can accommodate the nature and length of the placement
- ◆ are confident that they are able to support each trainee on placement
- ◆ have the agreement of all of the staff directly involved
- ◆ are confident that the year group/s offered will be the one/s available

We are required to ensure that trainees receive experience across a range of ages and phases. Once the Placement Office knows which year groups are available in a particular school a trainee or trainees will be allocated. If a school finds that it is unable to offer the age group specified, then the Placement Office may have to withdraw the trainee and provide another placement school. This is because we must attend to the profile of experience of the trainee across the placements.

Expectations of the Northumbria University Partnership Agreement

The following outlines the minimum expectations of support and training required by this agreement for trainees on all assessed block placements.

The training and support role of the school will be to:

- ◆ identify an appropriate member of staff to access relevant training prior to the placement
- ◆ coordinate the training plan with the trainee (i.e., organise tutorials, observations and feedback relevant to the trainee's individual needs and in line with the expectations of the placement)
- ◆ ensure that during the placement the trainee is supported in addressing the targets set from the previous placement
- ◆ use Northumbria placement documentation in line with the placement handbook
- ◆ ensure that the trainee's planning for the placement is checked, provide comment and sign to indicate it is complete. Monitor trainee's medium and short-term planning and placement file. Read the trainee's evaluations and provide written comments and targets and sign on a weekly basis
- ◆ provide the trainee with access to key school policies, including the assessment policy, to enable the trainee to use the information to inform planning and work within the school
- ◆ provide the trainee with information relating to the way the National Curriculum and the Statutory Framework for Early Years Foundation Stage are applied within the school
- ◆ ensure that the rationale underlying specific classroom decisions is explained and discussed
- ◆ provide one formal review of progress per week and negotiate the focus of future targets with the trainee
- ◆ identify any trainee who causes concern. Collect written evidence to support concerns, ensuring that the trainee understands these concerns. Work jointly with the University to set up an action plan for the trainee. Concerns should be recorded on a 'Trainee Support Form' which is available from the Placement Information Website (details at the back of this booklet) and the booklet 'Working with and Supporting Trainees in the Classroom';

- ◆ provide final reports on the trainee and ensure this has been discussed with the trainee. The trainee and school must sign the report.
- ◆ Engage, where possible, with other key activities of the primary partnership, including interviewing trainees and attending University facilitated CPD

By signing the Partnership Agreement, host schools are also confirming that:

- ◆ They have a written Health and Safety policy covering all your premises and the role of trainee and that this will be made available to the university upon request. **This will include an organisational COVID-19 risk assessment and trainee risk assessment.**
- ◆ They have a written Health and Safety policy covering all your premises and the role of trainee and that this will be made available to the university upon request. **This will include an organisational COVID-19 risk assessment and trainee risk assessment.**
- ◆ They, their local education authority or trust will maintain liability insurance for the period of each student placement and that, if their insurers will not cover liabilities incurred as a result of a student placement, the school will have access to funds to pay for any liability dispute and compensation awarded
- ◆ They have carried out a risk assessment of their work practices applicable to the role of student teacher and that all risk assessments are kept under regular review
- ◆ They have in place a formal procedure for reporting and recording accidents and incidents in accordance with [RIDDOR](#) or relevant statutory authority
- ◆ They have procedures to be followed in the event of serious and imminent danger to people at work in their undertaking
- ◆ They will report to the university all recorded accidents or work-related sickness involving placement students

From time to time, we will contact colleagues in school to inform them of developments within the primary partnership and notify schools of CPD opportunities relevant to the primary partnership.

In addition to these generic requirements, individual placements have specific expectations. Details of these will be sent to schools along with trainee details, prior to each placement.

Roles and Responsibilities

This section outlines the people involved in school placements, their roles and responsibilities. It is important that those involved with trainees on placements know what their role entails and how it relates to other people working with trainees.

None of the roles is exclusive and, of course one of the most important issues is communication between different people both within a school and the University.

Knowing about the different roles is also important for the trainee and Partnership schools need to make sure that each trainee knows who is responsible for what in a school. This ensures that if the trainee has a query, requires help etc. that he, or she, can approach the most appropriate person.

Head teacher

In line with DfE's ITT Criteria, head teachers must ensure that all trainees fully understand the safeguarding principles and procedures for their school, including ensuring that all trainees receive the following at the start of their placement in school:

- ◆ COVID-19 specific risk assessment and induction
- ◆ safeguarding policy and practice induction
- ◆ staff behaviour policy (sometimes called a code of conduct)

The Head Teacher will also be responsible for:

- ◆ Ensuring that all school ITT mentors are able to fulfil the requirements of the National Standards for School Based Initial Teacher Training Mentors (2016)
- ◆ incorporating involvement in the Primary Partnership and ITE into the School Development Plan and as a whole school policy
- ◆ liaison with the school's School Based Mentor to ensure that trainees are placed in appropriate classes during their training experience
- ◆ ensuring the School Based Mentor and Host Class Teacher are given the time to undertake their training responsibilities and attend appropriate meetings
- ◆ ensuring that trainees are treated as professionals in the school and have the opportunity to contribute to the whole life of the school
- ◆ ensuring that Partnership funding supports staff and trainees involved in placements in the school
- ◆ ensuring quality of experience for the trainee
- ◆ ensuring that information about placements is communicated to the appropriate staff

School based mentor

Each school should designate someone as the **School Based Mentor**. This person is usually a senior member of staff or an experienced teacher. The key role of the **School Based Mentor** is to be responsible for the management of trainee placements within the school.

The School Based Mentor will be responsible for working within the National Standards for School Based Initial Teacher Training Mentors (2016), detailed below:

Standard 1 - Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training

The mentor should:

- ◆ Be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- ◆ use a range of effective interpersonal skills to respond to the needs of the trainee;
- ◆ offer support with integrity, honesty and respect;
- ◆ use appropriate challenge to encourage the trainee to reflect on their practice; and
- ◆ support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

Standard 2 – Teaching

Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

The mentor should:

- ◆ support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies
- ◆ support the trainee in developing effective approaches to planning, teaching and assessment
- ◆ support the trainee with marking and assessment of pupil work through moderation or double marking
- ◆ give constructive, clear and timely feedback on lesson observations
- ◆ broker opportunities to observe best practice
- ◆ support the trainee in accessing expert subject and pedagogical knowledge
- ◆ resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves
- ◆ enable and encourage the trainee to evaluate and improve their teaching
- ◆ enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

Standard 3 – Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher

The mentor should:

- ◆ encourage the trainee to participate in the life of the school and understand its role within the wider community
- ◆ support the trainee in developing the highest standards of professional and personal conduct
- ◆ support the trainee in promoting equality and diversity
- ◆ ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of pupils
- ◆ support the trainee to develop skills to manage time effectively

Standard 4 Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.

The mentor should:

- ◆ ensure consistency by working with other mentors and partners to moderate judgements
- ◆ continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research

Northumbria University runs a robust system of 2 stage mentor training and follow up support.

Please contact Lorain Miller lorain.miller@northumbria.ac.uk if you would like to book mentor training for your school. During 2021/22 it is likely that mentor training will continue to be delivered virtually.

School based Mentors may also be interested in undertaking to new NPQ in Leading Teacher Development: for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. Beginning in Autumn 2021 you can find out more by contacting your Teaching School Hub.

The role of the **School Based Mentor** will be:

- ◆ liaising with the head teacher and other members of staff to decide whether to have trainees, from which course and for which placement
- ◆ deciding, in collaboration with colleagues, the placement of trainees in classes where there are appropriate role models and support will be given
- ◆ considering the expectation and requirements of the Partnership Agreement for that placement and devising an appropriate training plan for, and with, the trainees
- ◆ setting up at least one review of progress for each trainee each week
- ◆ overseeing the placement
- ◆ ensuring trainees are given access to appropriate school documentation
- ◆ attending Northumbria mentor training
- ◆ ensuring that the school fulfils the requirements of the Partnership Agreement, which includes not changing the age offered for the placement without prior consultation with the University
- ◆ carrying out formal and informal lesson observations
- ◆ providing timely and constructive verbal and written feedback from lesson observations, file and work scrutiny
- ◆ ensuring that a weekly review of progress takes place and is documented
- ◆ facilitating opportunities within the school to support the trainee's progress, for example observation in different classes
- ◆ fully completing an end of placement report, including both grades and narrative commentary
- ◆ ensuring that in the case of a trainee experiencing difficulty, the University is informed immediately

Host class teacher

The **Host Class Teacher** is the person with whom the trainee will spend the majority of his or her time. This person has a key role to play on any placement and the influence of the class teacher on the success of a placement should not be underestimated. The **Host Class Teacher** will take on board both a pastoral and professional training role. In some cases, the Host Class Teacher will also be the Mentor.

The Host Class Teacher will be responsible for:

- ◆ ensuring that he or she has received at least Stage 1 mentor training
- ◆ understanding the expectations of the National Standards for School Based Initial Teacher Training Mentors (2016)
- ◆ ensuring that he, or she, knows what the expectations of the placement are
- ◆ ensuring that, where appropriate, the trainee is prepared for teaching the class
- ◆ checking the trainee's file and providing feedback orally and in written form
- ◆ observing the trainee teaching and working with pupils, providing feedback and helping to set targets for future work
- ◆ discussing with the trainee, issues arising in trainee's work
- ◆ sharing with the trainee the underlying rationale and reasons for the systems and approaches used by the class teacher
- ◆ supporting the trainee in establishing him, or herself, as a 'teacher' in the classroom with the pupils
- ◆ supervising PE lessons
- ◆ providing the trainee with opportunities to observe high quality teaching and learning sessions
- ◆ developing a positive professional relationship with the trainee in which the trainee develops confidence in the teacher

University Link Tutor (not School Direct)

The key role of the **University Link Tutor** is one of quality assurance to ensure that there is parity across a cluster and across the Partnership.

The Northumbria University Visiting Link Tutor will be responsible for:

- ◆ ensuring two-way communication between schools and the University;
- ◆ leading mentor training to ensure that school based mentors are able to fulfil the expectations laid out in the National Mentor Standards (2016)
- ◆ organising cross-school moderation as required
- ◆ assisting in the development of mentor training:
- ◆ providing support for Partnership schools in their training role;
- ◆ supporting schools who are new to the Partnership;
- ◆ ensuring that schools understand and use appropriate documentation and procedures;
- ◆ providing support to school and trainee where there are serious concerns about the trainee's progress.

The Trainee

The Northumbria University Partnership is a collaboration between the University, School and Trainee. Each has roles and responsibilities in relation to each other.

The Trainee, when he or she begins a course to train as a teacher, has made the first step in joining the teaching profession. As such the trainee should be seen as a professional who has a range of previous experience and development needs but also has a range of responsibilities.

The responsibility of the trainee is to:

- ◆ Familiarise themselves with, and adhere to school policies, **with particular regard for safeguarding of pupils and behaviour**

- ◆ understand the nature and demands of being a professional as set out by Part 2 of the Standards
- ◆ behave professionally with due regard for the procedures and routines of the school
- ◆ respect confidentiality
- ◆ be thoroughly prepared, as appropriate, to participate in the placement
- ◆ ensure that planning is sufficiently detailed to support teaching
- ◆ take responsibility for understanding placement requirements and addressing the associated demands
- ◆ be flexible
- ◆ maintain accessible, up-to-date files
- ◆ with support from an experienced member of staff, assess pupils' work in order to inform planning and teaching
- ◆ identify strengths, areas for development and set clear targets for professional development
- ◆ maintain records of Professional Development
- ◆ respect the dress code for professionals in the school

We expect our student teachers to

have pupils at the heart of everything they do
 have high aspirations for themselves and all pupils
 show a commitment to social justice
 build professional and positive relationships within the university and school communities
 use current educational research to inform their thinking and practice
 be a reflective practitioner who actively uses feedback to improve
 see themselves as a lifelong learner
 show creativity
 be self-motivated

Head of Subject

The Head of Subject manages the direction of the Partnership in collaboration with the Partnership Committee, tutors and the Programme Leaders and oversee the strategic running of the Partnership and placements. The Head of Subject works closely with the Placements Team and Module Leaders to ensure the smooth running of placements and is part of the Primary Partnership Committee and programme teams.

The key responsibilities of the Head of Subject are to:

- ◆ oversee the placement team in allocation of trainees in Partnership Schools appropriate to the needs of the course and trainee
- ◆ liaise with the Placement Team and schools to ensure appropriate allocations of trainees
- ◆ ensure effective arrangements for External Examiner visits are in place
- ◆ report to Primary Partnership and Primary Programme Committees
- ◆ take a significant role in ensuring the partnership agreement and documentation is up-to-date
- ◆ ensure positive and mutually beneficial relationship with schools are maintained

External Examiner

Northumbria University uses External Examiners on its courses to provide informed and appropriate external feedback for comparison of academic standards; the provision of independent, objective and impartial judgement; and professional advice and expertise in the form of reports to the University.

The External Examiner is responsible for:

- ◆ reading a selection of assessed work across a course and offering comments to the course team for consideration
- ◆ observing a selection of trainees teaching and offering feedback to the trainee, School Based Mentor and Programme Leader

- ◆ verifying that the ITE curriculum is appropriate and will ensure that trainees meet the Teachers' Standards at the end of their course

- ◆ ensuring that trainees are provided with effective formative and summative feedback to support their professional development

- ◆ producing a formal report that is submitted to the University. The Programme Leader must give serious consideration for action in relation to the points raised by an External Examiner. Where issues relate to school-based elements of primary programmes, those issues will be taken for discussion at the appropriate Primary Partnership Committee Meeting

Our current External Examiners are:

BA Primary Education	Prof. Gary Beauchamp	Cardiff Met. University
PGCE Primary Education	Dr Roger Wood	Oxford Brookes University
PGCE Early Primary Education	Dr Roger Wood	Oxford Brookes University
PGCE School Direct	Dr Richard Holme	University of Dundee

Commitment to the quality of training

All Partnership schools must be able to demonstrate:

- a commitment to fulfilling the expectations contained in the Partnership Agreement;
- a commitment to teacher training and associated staff development;
- the ability to provide appropriate role models and support for trainee teachers
- an ability to support trainees in accordance with the *National Standards for School Based Initial Teacher Training Mentors (2016)*
- a commitment to improving the quality of learning through monitoring and evaluation of performance and standards.

Where the quality assurance mechanism indicates that a school in the Partnership does not meet the criteria that indicate a high-quality training environment, then initially extra support will be provided to assist the school in their training provision. If a school, having been supported in this way, continues to offer a training environment that does not meet the criteria listed above, The University will discuss further options with the school. This may include removing the trainee from the school.

The Head of Subjects maintains a record of any such discussions and the subsequent decision.

Trainees Communicating Quality Issues about Schools

Any trainee who has concerns about the quality of their school-based training, should discuss this with their Link Tutor in the first instance. If concerns raised are unable to be resolved at this stage, procedures will be followed as laid out in the University's Handbook of Student Regulations.

It is important that trainees do not feel that negative feedback reflects badly on them. Equally important is the need for schools to have confidence that judgements have been made against sound criteria. Link tutors and Module Leaders are aware of the fact that a trainee's dissatisfaction relating to their individual experience in the school may not be indicative of the standard of training in the school as a whole.

The Quality Control Loop

During a placement

During the course of their school-based training, trainees are advised to discuss any concerns they have with their school-based mentor. Outcomes of the discussion may include:

- ◆ Mentor monitors the situation closely but takes no other immediate action
- ◆ Mentor and/or trainee contacts the link tutor and discusses concerns
- ◆ **If the link tutor is unable to resolve the concerns, he/she will contact the Module Leader. The Module Leader will discuss next steps and resolution with the Head of Subject.**

Review of training

At the end of the year, trainees complete an evaluation survey with the University. It is expected that any specific concerns would have been raised by the trainee prior to evaluations, however if this has not been the case and concerns raised through evaluations will be addressed by the Module Leader.

Once processed, information from this collection of data will be circulated to Partnership schools. Individual schools will not be identified but the information should be helpful in identifying the elements of placement experience considered of greatest importance to the trainees themselves.

OFSTED

Northumbria University's provision of initial teacher education is subject to Ofsted Inspection. All inspections of teacher training provision will include the following elements:

- Discussions with school-based mentors and senior leaders in school
- Observation of trainees teaching

Ofsted will inform the University of the schools it will visit during the course of the inspection. The University will liaise closely with schools to ensure that this process runs as smoothly as possible.

For further information, please refer to the Inspection handbook:

<https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>

Important policies which underpin our partnership working

Equality and Diversity Statement

Northumbria University is committed to providing an environment in which all prospective and existing trainees and staff are treated fairly and with respect. We acknowledge the unique contribution that all individuals can make and it is the responsibility of the University, as far as it is reasonably practicable, to ensure that no one is treated less favourably in terms of race, gender, age, religion, sexual orientation, disability, trade union activity or any other inappropriate or irrelevant criteria or distinction.

The University's Aims

Northumbria University aims to promote:

- ◆ opportunities and access for trainees and staff with a variety of ambitions and from different circumstances;
- ◆ the underpinning of its activities by the values of equity, diversity, collegiality and a concern for ethical behaviour and the welfare of the individual and society.

Equality Act 2010

The Equality Act became law on 1st October 2010. It replaces previous equality legislation and is intended to strengthen equality law and to make it more transparent and easier to understand. The Act strengthens and extends protection to cover nine protected characteristics and is relevant to the University both as an employer and service provider.

What are protected characteristics?

Protected characteristics are the ground upon which discrimination is unlawful. The protected characteristics defined under the Act are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

What does the Act prohibit? The Act has also extended the definitions of discrimination

Direct Discrimination

Occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic.

Discrimination based on association

This is direct discrimination against an individual because they associate with another person who possesses a protected characteristic.

Discrimination based on perception

This is direct discrimination against an individual because others think they possess a particular characteristic.

Indirect discrimination

This can occur when there is a condition or rule, policy or practice that applies to everyone but particularly disadvantages people who share a protected characteristic.

Harassment

Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual. Individuals are also protected from harassment because of association and perception.

Third party harassment

Liability may exist for harassment of staff and trainees by third parties.

Victimisation

Occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act or because they are suspected of doing so.

What is the University doing in response to the Equality Act? As a public sector organisation, the University will have due regard to the need to:

- ◆ Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- ◆ Advance equality of opportunity between persons who share a protected characteristic and persons who do not share it

- ◆ Foster good relations between persons who share a protected characteristic and those who do not

The University's Single Equality Scheme and Action Plan supports these commitments and highlights how the University will progress equality and diversity. The Scheme is regularly reviewed and reflects the requirements of the Equality Act. In addition, the University is also updating relevant policies and procedures to ensure they too reflect the requirements of the Equality Act.

What external providers/partners can expect from the University

You can expect that any Northumbria trainee or member of staff placed in your organisation will act in accordance with the University's policies and procedures and any Equality and Diversity Guidelines of your organisation.

<https://www.northumbria.ac.uk/about-us/equality-and-diversity/>

All students are subject to Student Regulations and, in addition, all students undertaking an initial teacher training programme are required to sign a code of conduct upon induction.

Further information can be accessed here:

<https://www.northumbria.ac.uk/about-us/leadership-governance/vice-chancellors-office/legal-services-team/handbook-of-student-regulations/>

University Contacts

General Enquiries (switchboard) – 0191 215 6000

Student Support and Wellbeing Services

<https://www.northumbria.ac.uk/study-at-northumbria/support-for-students/>

This webpage will signpost students to a range support, including financial, disability, mental health and wellbeing, as well as chaplaincy services.

Other sources of help

Disability Rights Commission (DRC) <http://www.drc.org.uk/>

Equal Opportunities Commission (EOC) <http://www.eoc.org.uk/>

All ITE programmes adopt the Northumbria University's Equality and Diversity Statement.

The policies and procedures apply to:

- the programme trainees
- external trainees enrolled on any module in the programme
- staff employed by Northumbria University

Lead school and partner school mentors should apply the policies and the statement in respect of the ways they treat the above groups. It is the responsibility of the lead school mentor to ensure that all those who are involved in a trainee's school-based training are aware of, and adhere to the University's policies.

It is accepted that chains of responsibility, in the event of difficulty or complaint, will be followed according to each institution's policies: Northumbria University policies for the above groups, and the partnership school's and Local Authority's policies for their employees.

It is the responsibility of the Programme Leader to follow up a report of complaint or difficulty.

Health and Safety

Primary responsibility for the management of the health and safety for a trainee while on the placement lies with the placement provider (under Section 2.1 of the Health and Safety at Work Act 1974). The trainee will be treated as equivalent to one of the Placement Provider's own employees in relation to health and safety matters, mindful of trainee's inexperience and lack of expertise.

To ensure appropriate support is available in the event of an incident, Northumbria University requires confirmation that you have Public Liability and Employer's Liability insurance that includes Northumbria University students on a work placement with you.

Covid 19- Schools are required to have an organisational Covid-19 risk assessment in place as well as a student specific risk assessment which takes into consideration the changes in working practice due to Covid-19

By signing and returning the Partnership Agreement you confirm that relevant insurance and risk assessments in place.

University DBS procedure for ITE Trainees

The following information outlines the University's policy and procedures that are strictly adhered to regarding the recruitment of trainees on to ITE programmes with particular regards to the disclosure of criminal offences.

The University has a policy and procedure entitled "*Disclosure of Information (Recruitment of Ex-offenders) Policy and Procedures for Staff and Trainees*". This policy and procedure is followed when recruiting applicants/trainees on to all ITE programmes.

Trainees are informed at interview that all offers of a place on a University ITE programme is conditional subject to satisfactory Police clearance via DBS. Applicants/trainees are made fully aware from the interview stage onwards that if the University is not in receipt of a DBS prior to commencing the programme then this could impact on their place on the programme including their ability to undertake the programme.

At the point of entry on to an ITE programme (usually 1st September) any trainee still waiting for a DBS will be requested to complete a University Self-declaration Disclosure Form. All applicants/trainees who have either an unsuitable DBS Enhanced Disclosure or unsuitable University Self-declaration Form, i.e. offences have been disclosed, are asked to provide a written statement regarding the offences outlined.

The University Disclosure Panel Process

The DBS or the University Self-declaration Form, as well as the written statement and the University application form (which includes references) are considered by the **University's Disclosure Panel** (UDP) against set criteria. The panel will consider the following:

- The nature and seriousness of the case
- Considerations will include protection of pupils, maintenance of professional standards and maintaining public confidence in the profession

There will be a presumption against admission if the applicant has been involved in any of the following:

- serious sexual misconduct (including child pornography)
- conduct involving dishonesty, fraud or deception
- conduct involving serious violence or threats of serious violence
- conduct involving doing harm or behaving in such a way that could foreseeably risk harm coming to pupils or vulnerable adults
- conduct involving hostility to others based on their race or ethnicity, religion, sexual orientation, gender identity or disability
- conduct involving a breach of trust and/or abuse of position

- conduct that involves doing serious harm to others or behaving in such a way that could foreseeably risk serious harm coming to others
- conduct involving a serious departure from professional standards
- conduct involving a deliberate or reckless disregard for regulatory obligations
- conduct that has led to a conviction that will never be regarded as spent according to the Rehabilitation of Offenders Act 1974 or the Rehabilitation of Offenders (Northern Ireland) Order 1978
- conduct that has led or would lead to an entry on any barred list
- being currently subject to a court order made for public protection, including but not limited to Sexual Offences Prevention Order, Sex Offenders Register, Prevention of Sexual Harm Order

Factors that are unlikely to affect an application include the following:

- a conviction for a motoring offence that resulted in a fixed penalty notice
- a conviction for a motoring offence which resulted in a disqualification from driving for 12 months or less with no aggravating factors (as listed above) or health concerns; and
- a conviction or caution that is a protected conviction or caution in accordance with the Rehabilitation of Offenders Act 1974 will not affect an application.

The applicant's part in the conduct or offence

Factors which the panel will consider:

- the age of the applicant when the conduct took place
- how long ago the conduct took place
- whether it was an isolated incident
- whether there has there been more than one incident
- whether the incident or incidents were linked to education, childcare or employment
- whether the applicant's use of drugs or alcohol was a factor in the conduct. (If alcohol and/or drugs are a factor in the conduct then the Panel Chair may require medical evidence to be provided.)
- whether the conduct was disclosed by the applicant
- Has the applicant misled or attempted to mislead the Registrar about the conduct?
- Has the applicant misled or attempted to mislead the university/ his/her employer and/or educational establishment about the conduct?

What the applicant says about the conduct

Factors the panel will take into account, balancing the weight given to the following factors against the overriding objective, include:

- reflection and insight about the conduct and obligations

- personal mitigation
- any explanation offered for the conduct having occurred

Evidence relating to conduct and character following the conduct being assessed

Factors which the panel will consider:

- evidence of employment (paid or unpaid) relevant to the conduct
- training courses that are relevant to the conduct
- any other information about how time has been spent between the conduct and the application.

Testimonials and references

Factors to take into account include:

- whether the author has demonstrated that they are aware of the conduct
- whether the author is qualified to comment on the conduct
- whether the testimonial or reference is relevant to the conduct
- the purpose for which the testimonial or reference was written
- whether it is signed by the author
- whether it is on headed paper where appropriate

Trainees are not invited to meet with the panel, however the panel should feel that the trainee has not provided sufficient information to permit a fair decision to be made, they may ask for the trainee to be interviewed by two members of the panel to gather further information.

The final decision will be to confirm the trainees place on the programme or to withdraw the offer.

Where the University Disciplinary Panel's decision is based on a self-declaration then the trainee would not be allowed to commence placement until the offence(s) were verified via a DBS.

Trainees on ITE programmes are informed that if they are involved in any kind of offence during their programme of study they must immediately declare any offence that has occurred, however minor, to their Professional Tutor. Trainees in this situation will then be assessed via the policy and procedures already in place. This consists of a formal interview with the Programme Leader followed by a formal interview with the Head of ITE. If the offence is more than just for e.g. a speeding fine then the trainee would be processed again via a DBS and the same procedure applies as at first entry.

All tuition fee trainees on ITE programmes, because they are effectively University employees, are deemed “suitable” for the duration of their programme (including any deferred work that extends into the next academic year).

For programmes that last longer than one academic year, at the point of re-enrolment for each year of the programme, trainees, as part of the re-enrolment process, must complete a University Self-declaration Form. Any offences disclosed via this process that the University was not aware of previously would be viewed very seriously, with the DBS process being instigated and undertaken in line with the University’s policy and procedures.

Please take time to read the following regulations specifically relating to trainee teachers, taken from DfE’s ‘ITT Criteria and Supporting Advice’ August, 2019:

Providers should confirm in writing to schools that a non-salaried trainee’s criminal record check, including a check of the children’s barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed.

Northumbria University is bound to operate according to both current legislation and the DBS Code Of Practice ***Disclosure Offences: Sections 123 and 124 of the Police Act 1997***

Although certificates are now provided directly to the applicant, registered bodies will receive personal information related to applications and, where registered bodies are also employers, voluntary sector organisations or licensing authorities, will receive disclosure information when certificates are provided to them by their employees or applicants for posts, including volunteers.

Recipients of disclosure information, through electronic means or via the applicant’s copy of the disclosure, must note that it is an offence to disclose information contained within a DBS Certificate to any person who is not a member, officer or employee of the Registered Body or their client, unless a relevant legal exception applies. Furthermore, it is also an offence to:

1. Disclose information to any member, officer or employee where it is not related to that employee’s duties

For full details, go to: <https://www.gov.uk/government/publications/dbs-code-of-practice>

When a trainee is allocated to your school, The University will send you confirmation that the student has undertaken the following checks:

- Identification checks
- Enhanced DBS clearance, including the pupils's barred list
- Department of Education Prohibition List
- Qualification checks
- Health & fitness checks
- Right to work in the UK clearance, as appropriate
- Criminal record checks for overseas students
- Additional checks where student has worked or lived outside the UK
- Relevant references received prior to entry onto the programme

All safeguarding processes are regularly reviewed. Processes comply with Keeping Children Safe in Education (September 2021)

University safeguarding procedure for Link Tutors

Link Tutors are not required to undergo DBS checks to carry out their role in school. DFE states that:

'ITT tutors who have only occasional contact with pupils and are not left unsupervised with pupils do not require a criminal record check provided they are at all times in the company of individuals that have been checked. **Such individuals can include ITT trainees.** However, should ITT tutors carry out any regulated activity with pupils and young people, the schools will expect them to have obtained a criminal record check, including a check of the pupils' barred list.' (DFE 2014)

There are no circumstances in which the role of a Northumbria University link tutor would require him/her to carry out any regulated activity with pupils and young people.

For further details, please refer to:

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Clarification of Terminology

For School Direct specific terminology, please refer to the School Direct Partnership Handbook

Trainees

Trainee teachers are placed in school as part of the ITE Programme. They are professionals in training and should be referred to as teachers whenever possible.

School Based Mentor

The person responsible for co-ordinating the placement of trainees within school, this could be the Headteacher or another experienced teacher. A trainee could be placed in the School Based Mentor's class. The full roles and responsibilities are described later in this handbook.

Host Class Teacher

The Host Class Teacher is the teacher with responsibility for the class in which the trainee is based. The full roles and responsibilities are described later in this handbook

University Link Tutor

The University Link Tutor is employed by the university to ensure that the trainees gain the maximum benefit from school placements. Professional Tutors at the university and Visiting Lecturers, who may be school based, undertake the role of University Link Tutor. The roles and responsibilities of the University Link Tutor are described later in this handbook

Mentor Training


It is expected that all teachers who support ITE trainees on placement remain up to date with changes in procedures and expectations in line with DFE ITT criteria and best practice. Mentor training can be accessed in a range of ways; online, attending training on campus or whole staff training in school.

National Standards for mentor were introduced in 2016. Northumbria's training for mentors will support mentors in understanding these standards. Full details can be accessed here: <https://www.northumbria.ac.uk/--/media/26de61c22b674c31bf5e794c53727419.ashx?h=16&thn=1&w=16>

PRIMARY PARTNERSHIP AGREEMENT 2021-22

By signing this agreement, we agree to undertake our roles and responsibilities as set out in the Primary Partnership Handbook.

Name of School:
Address:
Signed on behalf of school:
Position in school:
Please print name of signatory:
Date:

Signed on behalf of Northumbria University:  Head of Subject: Education, Children and Young People Date: September 2021
--

Please sign two copies and return one via e-mail to
hl.placements.education@northumbria.ac.uk

Please keep the other copy for your records.