



GRADUATE TEACHER PROGRAMME

PARTNERSHIP HANDBOOK

2009 – 2010

(Amended June 2009)

PARTNERSHIP HANDBOOK FOR SCHOOLS

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This Handbook must be read in conjunction with other relevant documentation, as supplied
Disclaimer: Information provided in this handbook is accurate at the time of going to print but may be subject to change during the academic year.

DATE OF REVISION – June 2009

MEETING THE REQUIREMENTS

Suitability to Teach

In making a decision to put a candidate forward for the Graduate Teacher Programme the school should consider the following guidance from the TDA:

All providers must ensure that systems are in place to seek information on whether entrants have a criminal background which might prevent them working with children or young persons, or as a teacher; and ensure that entrants have not previously been excluded from teaching or working with children. The responsibility for ensuring that CRB checks are undertaken is delegated to the partnership schools.

Further guidance is available in the DCSF guidance entitled “*Child protection: preventing unsuitable people from working with children and young persons in the education service*” DfES/0278/2002 and on its website www.dcsf.gov.uk.

Race relations [Amendment] Act 2000

The TDA also advise that:

All providers must ensure that trainees’ achievement against the QTS Standards is regularly and accurately assessed, and confirm that all trainee teachers have been assessed against and have met all the Standards before being recommended for the award of QTS.

In the light of the duties placed on schools and HEIs by the Race Relations [Amendment] Act 2000, providers will also wish to consider whether assessment arrangements are fair to all trainees, promote equality of opportunity and avoid discrimination.

Further guidance is provided in the Commission for Racial Equality handbook entitled “*Statutory Code of Practice on the Duty to promote Race Equality*”.

Disability Discrimination Act

The extension of the **Disability Discrimination Act** to education and training means that providers of ITT must make sure they are not discriminating against disabled candidates, in either the selection procedures, their requirements for progression and completion of training.

They also need to make sure that everyone admitted to ITT has the **physical and mental fitness** needed to teach, and that anyone who became unfit leaves the programme. Meeting these requirements can pose difficult questions for providers and their partner schools.

Therefore, schools wishing to be involved in the GTP must read the TDA Handbook entitled “*Able to Teach: Guidance for providers of initial teacher training on disability discrimination and fitness to teach*”, in particular *Part 2 of the Handbook*.

EMPLOYMENT RIGHTS

Because the Graduate Teacher Programme is an employment based route into teaching all parties need to be aware of and act upon the following TDA advice:

ANNEXE 1 from the TDA Information Bulletin 2003 Number Three - June 2003

Employment rights of trainees on the Graduate Teacher Programme

There has been some interest in the employment rights of individuals employed by schools and local authorities on the Graduate Teacher Programme. Employment issues are matters for schools and LAs as the employers of individuals on employment based teacher training routes. As such, these are not matters on which the TDA can or should advise.

Nevertheless, our understanding is that trainees have the same rights as other employees, whether they are taken on as permanent staff or on a fixed term contract. The Department for Education and Skills [DfES] stipulates that trainees must be paid on either the qualified or unqualified teacher pay scale, but it is for individual employers to set employment terms and conditions, bearing in mind any requirements imposed by the School Teachers' Pay and Conditions Document.

LAs and schools will have their own standard forms of contract for different types of teachers. Some changes may need to be incorporated to take account the fact that these are trainees. For example, where a permanent contract is offered it might be appropriate to include a break clause allowing the contract to be terminated in the event that the trainee fails to achieve Qualified Teacher Status [QTS].

Where a fixed term contract is offered, there may need to be provision for the term to be extended in the event that the trainee takes longer than anticipated to achieve QTS. In either case there might also need to be a break clause allowing the contract to be terminated if the trainee abandons the training programme or fails to make suitable progress towards QTS. These are all matters for individual employers to consider with their advisers.

It should be noted that an employee on a fixed term contract has significant employment rights. Non-renewal of a fixed-term contract can amount to a dismissal for unfair dismissal purposes for example. Also, fixed term employees are entitled to be treated no less favourably than comparable permanent employees. These are complex areas of employment law, and the TDA suggests that schools and LAs should consult their lawyers for more detailed advice on such matters such as these.

The TDA requires all trainees on the GTP to be employed by the school. Normally, schools will employ trainees on the Unqualified Teacher Pay Scale. EM Direct makes no recommendation as to the salary trainees should receive. That is a matter to be resolved between the Trainee and the Governing Body of the employing school. Community schools can ask their LA for advice on their policy.

As the Trainee's employer, it falls to the Partnership school to ensure that all employment legislation is appropriately applied and that health and safety issues and all other personnel and human resources issues are suitably addressed, including CRB checks.

Since September 2004, EM Direct have required all trainees to sign a Disengagement Form which deals with potential issues around the withdrawal of the trainee from the programme.

We would also refer all schools to the most recent Pay and Conditions Document from the STRB.

THE DISTRIBUTION OF PARTNERSHIP RESPONSIBILITIES

The Commitment of the Partnership School

- To provide trainee teachers with an appropriate context for quality teaching and learning
- To identify appropriate Tutors and Mentors to undertake the roles set out in the Partnership Agreement and Partnership Handbook
- To work with EM Direct to ensure that Tutors and Mentors are well prepared and trained for their roles
- To provide trainee teachers with specific and appropriate training that addresses subject knowledge and pedagogy
- To provide trainee teachers with necessary resources
- To maintain a constructive and professional relationship with EM Direct
- To engage in monitoring, evaluation and development of the trainee experience within the partnership
- To provide and implement quality assurance procedures relating to the school's participation in initial teacher education and training

The Headteacher's commitment to ITT is essential. The Headteacher is also responsible for keeping Governors informed about developments in ITT. The Headteacher has a responsibility for ensuring that the school is an appropriate setting for effective training, with trainees having access to support, good practice and necessary resources, including those made available through appropriate management of partnership funding.

Main responsibilities of the Headteacher and Governors

- To appoint a Senior Tutor who will coordinate the school based elements of the programme
- To appoint a subject/ phase mentor to provide subject knowledge training and support
- To enable the Senior Tutor and Mentor to meet the EM Direct ITT tutors at the entitlement visits
- To quality assure the Training and Assessment programme being provided for the Trainee
- To undertake the normal pre employment checks relating to medical fitness and CRB Enhanced Disclosure and inform EM Direct of the outcomes
- To complete the School Acceptance Form, Trainee Disengagement Agreement and the Partnership Agreement, to be returned to EM Direct prior to commencement of the programme
- To issue the Trainee with a Contract of Employment and send a signed copy of the contract to EM Direct
- To provide the Trainee with details and training relating to Child Protection issues
- To provide the Trainee with a summary of the School's Health and Safety Policy
- To provide the Trainee with a copy of the School's Equal Opportunities Policy

THE DISTRIBUTION OF PARTNERSHIP RESPONSIBILITIES

The Commitment of EM Direct (the ITT Provider)

- To involve Partnership Schools in all aspects of trainee teacher work from recruitment to employment
- To involve Partnership schools in strategic development
- To provide support and guidance to Partnership Schools to ensure that the highest quality candidates are put forward for selection
- To provide support and guidance to Partnership Schools to ensure the highest quality training
- To provide professional services to Partnership Schools for their involvement in ITT
- To monitor and evaluate the quality of ITT provision by the Partnership School and act appropriately on the outcomes of this process
- To make explicit and implement the criteria for the selection and de-selection of Partnership Schools

Main responsibilities of the EM Direct team

- The administrative responsibility for the programme
- The maintenance of trainee records and TDA database
- Payment to school of salary and training grants
- Checking of all the documentation and following up queries
- Completion of all necessary paperwork on the school's behalf
- Check that the trainee has taken the QTS Skills tests and assist in any problems
- Managing the liaison with partnership schools
- Carrying out a training needs assessment jointly with the school
- Checking the acceptability of the second school and the planned working arrangements
- Providing a Partnership Handbook in which procedures and roles of trainee, Mentor, School Senior Tutor and EM Direct Professional Staff are defined
- Liaising with the Headteacher in partnership schools in relation to the school's capacity for participation in ITT and the quality of its training provision
- The provision of academic services through the delivery of a core centre based training programme for trainees and Mentors;
- The provision of an E-Learning facility ("ORBITAL") to support trainees, Mentors and School Senior Tutors in the training and assessment programme
- Working with partnership schools in developing their ITT policies and practice;
- Coordinating initial training for Mentors and ongoing support for all those involved in the school's ITT provision
- Providing each trainee with a comprehensive Subject Knowledge Development Programme
- Providing each trainee with Quality Assurance system to monitor the development and progress of the trainee and the implementation and effectiveness of the Training Plan
- Managing the assessment and moderation procedures for trainees' school-based work
- Managing the distribution of partnership funding to schools
- Monitoring and evaluating the quality of Partnership Schools' provision in order to meet the requirements of OfSTED inspections and the EM Direct's own quality assurance and/or accreditation procedures
- managing liaison with external agencies such as the Training and Development Agency for Schools and OfSTED on behalf of the partnership
- Undertaking ongoing assessment of the trainees' capacity to meet the QTS Standards
- Preparing the trainee for Final Assessment
- Providing advice on the completion of Transition Point One of the Career Entry Development Profile
- Providing additional support to the Trainee and/or the school experiencing difficulties with the Training and Assessment Programme
- Providing each trainee with an e-portfolio and associated training /support

ROLES AND RESPONSIBILITIES

The Senior Tutor's responsibilities

- The overall management and coordination of training within the school to ensure that all trainees have access to opportunities and support as specified in the programme
- Liaising with the Mentor, Tutors and EM Direct to ensure quality within all aspects of the training, support and assessment of trainees
- The quality assurance of training provision within the school
- Overseeing the selection, preparation and support of school-based tutors
- Coordinating the placement of trainees in the school, ensuring a balanced provision
- Maintaining general oversight of the trainee's induction into the Partnership School and of the trainee's professional conduct and development during the Training and Assessment Programme
- Ensuring that trainees are assessed rigorously and appropriately and discussing progress with the mentor on a regular basis
- Organising and managing a school-based programme of professional development for trainees linked to the programme requirements:
 - Providing the trainee with opportunities to observe good teachers at work in the school and in other schools, in appropriate subjects and age ranges
 - Ensuring that the trainee has access to/is directed to books, publications and other resources in order to develop subject knowledge
 - Providing the trainee with access to the expertise of specialist staff as appropriate such as the SENCO, ICT and Key stage Coordinators
 - Where necessary, providing the Trainee with computer facilities to enable them to access the GTP E-Learning Zone (Orbital) and e-portfolio
 - Organising regular classroom observations of the trainee and providing them with written feedback including targets for future action
 - Liaising with the EM Direct ITT tutor and coordination of visits from EM Direct staff within the set time 'window'
 - Inspecting the trainee's Reflective Journal and e-portfolio of evidence and offering advice on appropriate evidence of QTS Standards
 - Organising and managing a second school placement that meets the identified needs of the trainee
 - Coordinating the trainee's whole school experience in terms of professional development, through, for example, involvement with the pastoral system, contact with parents, involvement in staff and department meetings
- Familiarisation with all programme documentation and associated documentation relating to ITT from the DfCSf, TDA and OfSTED
- Ensuring that all documentation required from the school is appropriately completed on schedule
- Assisting the partnership, where appropriate, in the recruitment and selection of trainees
- Ensuring that the trainee attends all Mandatory Training Sessions
- Allowing the trainee an appropriate amount of study leave, additional to the Mandatory Training Sessions
- Attend dedicated EM Direct briefing sessions
- Ensuring that the Mentor attends dedicated EM Direct briefing sessions
- Ensuring that the trainee attends the second school for the time detailed in the Individual Training Plan
- Ensuring that the trainee is asked to cover for absent staff only in an absolute emergency
- Coordinating the arrangements for the trainee's Final Assessment

- Ensuring that Transition Point One in the trainee's Career Entry and Development Profile is completed by the end of the Training and Assessment Programme

ROLES AND RESPONSIBILITIES

Background to the subject/phase mentor's responsibilities

As the GTP is a specific route into qualified teaching it is important for school-based trainers (senior tutors and mentors) to have a thorough understanding of the Training and Assessment Programme. To that end EM Direct provides Pre- commencement training and guidance and mid term briefing sessions for school-based trainers. Mentors also have access to the E-Learning Zone to further develop their understanding of the process, and to their trainees' e-portfolios.

In a foundation or primary setting the Mentor must be a class teacher with an effective knowledge of the school curriculum in its broadest sense. The mentor would be expected to have good knowledge and delivery of all subjects but particularly the core subjects. In a secondary setting the mentor must be a subject specialist. This is crucial as much of the contextual development of Subject Knowledge by the trainee is undertaken in the school environment.

The Subject/Phase mentors responsibilities are as follows:

- Working through the pre-interview Subject Audit, the post interview Subject audits and APEL forms and Initial Needs Assessment with the trainee in order to assess the trainee's knowledge in relation to the Standards. There should be an emphasis on Standards related to subject knowledge. Support is provided by the trainee's subject- or phase-specific EM Direct tutor. This activity helps the trainee, the Mentor and EM Direct ITT Tutor to identify the learning opportunities to be included in the trainee's Individual Training Plan, to identify any essential tasks that the trainee will need to address before commencing the programme and to suggest evidence of QTS Standards already fully or partially met
- To develop the trainee's skills in subject pedagogy as set out in the National Strategies and to ensure that the trainee's Individual Training Plan incorporates this
- Planning learning opportunities for trainees to develop their subject and pedagogical knowledge, including the use of ICT in their teaching
- Meeting with the EM Direct ITT Tutor, the school Senior Tutor and the trainee to complete the Initial Individual Training Plan and subsequently reviewing progress with the trainee to update the plan each term
- Providing information about curriculum, assessment, record keeping, resources and equipment at the disposal of the trainee
- Training trainees to teach in the specialisms and/or Key Stages as specified in the programme documentation
- Demonstrating and modelling excellence of teaching in their own practice
- Preparing trainees to assess pupils and to manage classes
- Making arrangements for the trainee to observe and take part in a range of classroom and other school activities, phasing the work as appropriate to provide the trainee with increasing responsibility for lessons, tutor group activities and whole school activities such as contributing to planning meetings or reporting to parents
- Regularly observing the trainee in the classroom and providing feedback, both verbal and written, referenced to QTS Standards and OFSTED criteria [an EM Direct pro forma is available for this]
- Supervising teaching through normal school and departmental routines and protocols

- Planning and delivering weekly one hour, focused tutorial sessions [or the equivalent] to enhance the trainee's subject or phase specific skills, using the trainee's Individual Training Plan which addresses the trainee's developing needs
- Verifying evidence of QTS Standards in the trainee's e-portfolio in collaboration with the school Senior Tutor and the EM Direct ITT tutor
- Providing opportunities for the trainee to observe good practice and to visit other schools in consultation with the school Senior Tutor
- Arranging for meetings with other colleagues in key posts in the school in consultation with the school Senior Tutor
- Liaising with the EM Direct ITT tutor
- Checking the Reflective Journal and providing evaluative feedback
- Assisting the trainee in selecting material for inclusion in the e-portfolio
- Discussing with the trainee the focus and content of Transition Point One self review in the Career Entry Development Profile
- Attending meetings and/or professional development activities related to their ITT role as set out by EM Direct

The trainee's responsibilities

It is essential that the Trainee takes a proactive approach to his/her training and should be prepared to undertake the following:

- Be a responsible and reliable employee of the Partnership School at which the Training and Assessment Programme is undertaken
- Contribute actively to the identification, review and assessment of his/her training needs throughout the programme
- Contribute actively to the establishment, review and development of his/her Individual Training Plan
- Attend weekly training and review meetings with his/her assigned mentor
- Attend regular meetings with his/her Senior Tutor
- Complete in good time all the assignments and tasks identified in his/her Individual Training Plan
- Maintain a commitment to all learning events, and to make a positive contribution to all centre-based training
- Attend all events in the Centre Based Training Programme and any agreed additional courses such as the subject knowledge booster courses as set out in his/her Individual Training Plan
- Meet with his/her EM Direct ITT Tutor at intervals specified in the programme
- Maintain a Reflective Journal throughout the duration of the Training and Assessment Programme
- Build up a Portfolio of Evidence throughout his/her training that will exemplify how QTS Standards have been addressed and met and that will provide a record of relevant experience gained through the Training and Assessment Programme
- Undertake a period of training of 15 days in a second school. An extended placement might benefit an individual Trainee and this would need to be agreed between the Partnership School, the Second School and EM Direct
- Practise and pass the TDA QTS Skills Tests in Literacy, Numeracy and IC
- **Trainees are required to sign a Learning Charter, which clearly sets out their responsibilities and those of EM Direct**

A handbook entitled Subject Knowledge for Teaching: Handbook for School-based Trainers has been devised to support trainees and school based trainers in the identification of effective learning opportunities. Mentors find this resource invaluable, along with the bank of ideas for learning opportunities provided in the e-portfolio.

QUALITY ASSURANCE PROCESSES

QA processes undertaken by our ITT Tutors will be rigorous and focused, ensuring that trainees make good progress and that the training schools fulfil their roles as set out in the Partnership Agreement. This is achieved in two ways:

- During the programme there will be four visits by the EM Direct ITT tutor, which take place within specified time 'windows'. With the exception of the first visit, the ITT tutor will conduct a paired lesson observation with school-based staff. During professional discussions with school-based staff and the trainee, timetable compliance will be verified.**
- Between the QA visits, EM Direct will undertake online checks of each trainee's training documentation, and all parties will be offered constructive feedback and further guidance. Training documentation is stored in the online e-portfolio, for which the trainee is responsible, but which can be viewed by all relevant parties.**

All findings and judgements of EM Direct's ITT tutors are scrutinised and monitored by our QA Primary and QA Secondary Managers. If further support or intervention is required, the relevant QA Manager communicates directly with the Senior Tutor.