

# Shotton Hall SCITT

*Training the teachers of tomorrow*

## Partnership Agreement 2020-21



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# Section 1 - Purpose of partnership agreement

Shotton Hall SCITT is engaged in the training and development of the next generation of outstanding practitioners. The purpose of this document is to set out the expectations, roles and responsibilities of all partners involved in Shotton Hall SCITT.

The Statutory Guidance for ITT September 2020 sets out in section C3.2:

*'That partners establish a partnership agreement setting out the roles and responsibilities of each partner. Provision that is not school-led must assure the significant role of schools in recruiting, selecting, training and assessing trainee teachers.'*

This Partnership Agreement sets out to assure this significant role and direct partners to accompanying documentation to ensure clarity of expectations.

## **The SCITT**

In partnership with over 85 local education providers, we offer one of the most comprehensive, innovative and relevant school-based ITT courses available. Our programme results in the award of a university accredited employment-based PGCE (Postgraduate Certificate of Education) which equates to qualified teacher status and 60 masters level credits. Our programme gives trainees the opportunity to learn to teach 'on-the-job'. Unlike traditional ITT courses, our school-based course will mean that from the outset trainees are in the classroom, interacting with pupils and teachers and learning first-hand the knowledge and skills required to become an outstanding teacher.

## **Our Curriculum Offer**

### **Secondary**

The subjects we offer at secondary are drawn from identified local and regional needs and also respond to national priority subjects. The exact range of subjects will vary from year to year.

### **2020-21**

#### **11-16 with KS2 and post-16 enhancement**

- Biology
- Chemistry
- Computer Science
- Design and Technology
- Drama
- English

- Geography
- History
- Mathematics
- Music
- Physics
- Religious Education

### **Primary and Primary with Maths 4-11 with Early Years and KS3 enhancements**

- This programme enables trainees to qualify as primary teachers with an identified specialism in the 4-11 age range
- All primary trainees will undertake teaching placements in at least four year groups in the 4-11 age range to provide them with the full range of opportunities from which to draw QTS.
- Teaching placements and supplementary mini placements will be structured to ensure that all training meets these requirements and prepares trainees fully to teach within the 4-11 age range within primary
- The Statutory Criteria, section C2.2, requires that *'providers should ensure, where possible, that trainees have the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range they are training to teach. This might include enhanced experiences in other age ranges'*. The SCITT will endeavour to ensure this by providing high quality enhancements in 3-5 and 11-13 age ranges

In addition to SCITT provision, Shotton Hall SCITT offers the following ITT pathways:

- **School Direct Training Programme and SCITT (Core)** is available to high-quality graduates. Trainees may be eligible for a bursary of up to £26,000 to support them during training. Trainees pay their provider tuition fees and student finance is available. We run this programme according to the same programme, expectations and assessment processes. Please refer to our Guidance Handbook

### **Aims of the Partnership Agreement**

- to provide partner schools with the opportunity to train and develop outstanding future NQT's and in so doing meet local and regional staffing needs
- to ensure young people in partnership schools have access to quality teaching experiences
- to provide new professional development opportunities for existing teachers in partner schools/academies
- to benefit from the life skills and new areas of expertise that trainees can bring to our schools/academies

### **Objectives:**

- to comply with the statutory requirements for ITT

- to pursue excellence in all aspects of the partnership's activities demonstrated by an uncompromising and highly successful drive to develop the highest levels of provision and outcomes; this will be achieved through a clarity of roles and responsibilities
- to enable all trainees following a SCITT or School Direct Training Programme to meet the Teachers Standards for Qualified Teacher Status
- to take account of individual training needs through addition and enhancement
- to develop reflective practitioners who will be committed to their own Continuous Professional Development
- to convey to trainees the excitement and enjoyment inherent in the teaching and learning process
- to broaden and develop subject knowledge in line with current subject specifications at Key 1 and 2 (primary 4-11) and Key Stage 3 and Key Stage 4 (Secondary 11-16) and provide rich additional enhancement experiences in EYFS (primary), Key Stage 5 (secondary) and EAL
- to develop the ability to work in a range of complimentary and contrasting contexts
- to instil in trainees a commitment to the success of each individual learner
- to provide the opportunity to explore in depth the ideas, issues and values which underpin education and to relate theory to practice

## **The Partnership**

The Partnership currently consists of more than 85 schools, Durham LA and other Education Authorities. As this group is constantly growing, please consult <https://www.shottonhallscitt.co.uk/partners> for up-to date information on partners.

The broader Shotton Hall School-Centred Initial Teacher Training Programme (SCITT) is delivered principally by the partner schools over a three-term period. Initial and final training and assessments take place at the lead school though are informed by external validation drawn from across partnership schools. We do not run separate programmes for School Direct ITT and Core SCITT programmes. All trainees follow the same programme to guarantee equity of access to their ITT offer.

## **Schools engaging in partnership**

The Teacher Regulation Agency encourages outstanding schools to partner with a range of schools in order to develop a diverse training offer which fully prepares trainees to teach in a range of contexts. The Academy at Shotton Hall is both lead school and provider base for Shotton Hall SCITT and will facilitate the identification of best practice across the ITT partnership (within schools, departments, provision centres and units or individual practitioners) in order to facilitate the best possible ITT programme. We do actively work with a diverse range of schools and providers across a wide variety of settings, including those identified as requiring improvement to develop trainees who can flourish in their NQT year.

Schools in diverse socio-economic settings and those with a range of pupil groups including those with EAL, those from minority ethnic backgrounds, those identified as 'pupil premium' and those identified to have learning needs all contribute hugely to the breadth of experience our trainees are entitled to receive.

The SCITT Directorate will be required to determine whether a school in special measures has the capacity to contribute towards the ITT programme, even if they cannot host trainees on teaching placements.

If a school goes into Special Measures whilst a trainee is employed there, the SCITT Director will contact the school to discuss the trainee continuing at that school or whether another school should be designated. If it is decided that the trainee should be moved, then the Partnership Agreement will be amended to highlight increased support and monitoring and revisions to the individual's training plan (C2.3).

## Section 2 - Leadership and management

### Quality Assurance and Leadership in the Partnership

Quality assurance is essential in building expertise and capacity in the education training system to deliver outstanding outcomes for Trainee Teachers and, in turn, children and young people. Through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards and expectations, as well as levels of consistency across teachers and schools

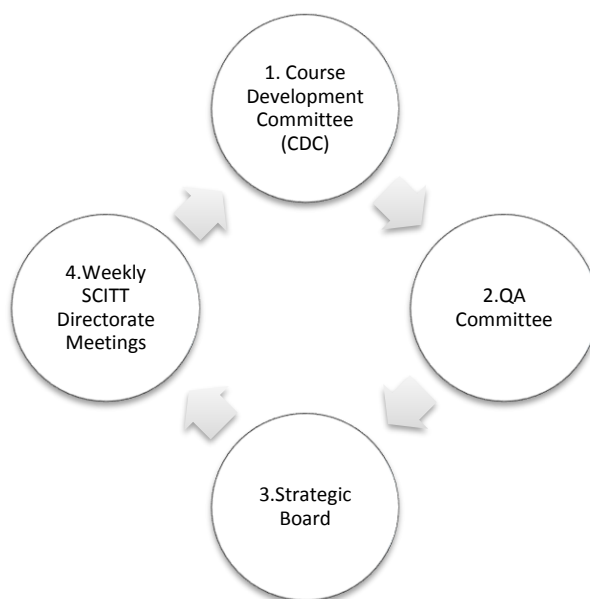
Quality assurance is part of the day-to-day work of Shotton Hall SCITT. The SCITT Directorate employ a wide range of measures to ensure that high standards are maintained and high outcomes are continuously maintained. These measures include monitoring, self-evaluation, planning for improvement, evaluations, assessment activities and tutorials.

Rigorous and robust quality assurance gives confidence in teachers' judgements and provides assurance to trainees that they will receive appropriate recognition for their achievements in line with agreed national standards and are progressing in line with expectations. It is important in the planning and coordination of professional development activities that a partnership and inter-establishment approach is adopted to ensure cross-provider and cross-sector working on standards and expectations.

Our cycle of meetings will form the vital infrastructure for the continued development of sustainable and high impact quality assurance.

#### **All groups will respond to the core questions for rigorous quality management:**

1. How do we go about quality assuring all aspects of ITT Provision?
2. What monitoring needs to take place? Who is responsible for each area of monitoring?
3. What evaluation needs to take place? Who does this? Who analyses it? Who acts on the findings?
  4. How will the data be managed and by who?
5. How will we respond to recurring questions and issues and know they have been resolved?



For details of membership, remit and roles and responsibilities of the groups detailed above, please request a copy of the SCITT Guidance Handbook.

### **QTS Examination Board**

The Examination Board is made up of representatives from the partnership, SCITT Directorate, the Internal Moderation Team (tutors) and Lead Subject Tutors. The External Verifiers for Secondary and Primary will attend the final meeting only and will present a report outlining findings.

The Examination Board has the following specific responsibilities:

- To ensure compliancy has been met for the recommendation of the award of QTS
- To ensure that appropriate internal moderation processes have been undertaken to ensure quality and consistency of assessment
- To scrutinise and ratify grades and make recommendations for the award of QTS
- Final responsibility for assessment and the decision to recommend each individual trainee for QTS (Final Examination Board)
- To direct the work of the External Verifiers
- To agree recommendations for trainees who have failed any aspect of the course
- To ratify outcomes of appeals based upon recommendations from the Independent Appeals Panel

The Examination Board membership

- SCITT Directorate
- An Internal Examiner (Senior Moderating Tutor)
- External Verifiers for Primary and Secondary

- Lead Subject Tutors

### **Additional notes**

The Examination Board will meet at the end of the training year, prior to the award of QTS.

### **Procedures for the external and internal verifiers**

#### **Overall objective**

- To ensure that the trainees who are recommended for the award of Qualified Teacher Status have reached the required standards.

#### **Role**

- To moderate the fairness of assessment procedures employed by Shotton Hall SCITT
- To review and reflect upon the effectiveness of the assessment procedures employed by Shotton Hall SCITT
- To make recommendations and suggest improvements to the assessment procedures

#### **Specific responsibilities**

- To observe a minimum of four trainees teaching on placement and report on the quality of the teaching against the Professional Standards for Qualified Teacher Status
- To review the teaching files of those trainees observed and report on the quality of the evidence contained therein
- To moderate the overall assessment procedures and to report on the consistency and fairness of judgements made
- To report to the SCITT Directorate on the effectiveness of the assessment procedures in place
- Where appropriate, make recommendations to the SCITT Directorate on the assessment procedures
- To complete the standard report form issued by Shotton Hall SCITT and submit it to the Director of Teaching School by the agreed deadline

## Section 3 - Responsibilities of SCITT staff

### 3.1 SCITT Directorate

Lydia Lowery ([Lydia.lowery@shottonhallacademy.co.uk](mailto:Lydia.lowery@shottonhallacademy.co.uk)) **Director of Teaching School**

Susan Ingram ([susan.ingram@shottonhallacademy.co.uk](mailto:susan.ingram@shottonhallacademy.co.uk)) **Senior Secondary SCITT Tutor**

Peter Halliday ([peter.halliday@shottonhallacademy.co.uk](mailto:peter.halliday@shottonhallacademy.co.uk)) **Secondary Lead Tutor**

Ros Hutchinson ([roslyn.hutchinson@shottonhallacademy.co.uk](mailto:roslyn.hutchinson@shottonhallacademy.co.uk)) **Primary Lead and Deputy Director of Teaching School**

Chris Peacock ([chris.peacock@shottonhallacademy.co.uk](mailto:chris.peacock@shottonhallacademy.co.uk)) **NQT Lead, Primary Tutor and Deputy Director of Teaching School**

The Director of the Teaching School will have overall responsibility for the entire ITT programme including School Direct and SCITT routes, direct line management of the SCITT Directorate, financial accountability, quality assurance and self-evaluation.

Financial accountabilities to include overseeing the work of the SCITT Directorate

- Setting, monitoring and reporting on the budget
- Reporting to governors following internal audits
- The ongoing development of the finance and business model

### 3.2 SCITT Directorate

<b>Leadership and Management</b>	Overall design and administration of School Direct and SCITT programmes
	The co-ordination of a full range of activities within the ITT programmes
	Liaison with all those contributing to the range of projects and assignments contained within the course
	Development and maintenance of links beyond the partnership
	The implementation of selection procedures in collaboration with partnership schools, the organisation of interviews and the selection of trainees
	Line management of administration team
<b>Finance</b>	Authorisation of payments and orders
<b>School Based Training</b>	Liaison with the Professional Tutors and Subject Mentors (school based)
	The arrangements of teaching practice placements
	Observation of trainees within each placement
	The co-ordination of Subject Knowledge Audit Tracker (SKAT) for trainees
	Supporting trainees as they work towards Teachers' Standards
	The training of the Professional Mentor and Subject Mentors (school based)

<b>Assessment</b>	Assessment procedures and processes
	Recommendations to QTS board based upon progress made on course
	Moderation and quality assurance procedures
<b>M-Level</b>	Liaison with the HEI course representatives
<b>Review, Evaluation and improvement planning</b>	Evaluation and review of the all ITT programmes
	Production of self-evaluation document in liaison with the SCITT Directorate
	Implementation of action plans to meet targets for improvement
	Management of Ofsted Inspection arrangements

### 3.3 Specialist Tutors

The specialist trainers are responsible for elements of the training programme including:

- Special educational needs (SEN)
- Diversity, EAL and British Values
- SMSC
- Behaviour management
- Phonics, early maths
- Literacy and numeracy across the curriculum
- Safeguarding
- 'M' level studies/PGCE currently via Durham University
- Pedagogy
- Subject Enhancement and Delivery Days (SEDD)

### 3.4 Responsibilities of partnership school staff

**3.4.1 Lead Tutor Structure** – please refer to the Guidance Handbook for details of this

#### 3.4.2 Professional Tutor (school based)

Each partner school will have a Professional Tutor, a senior teacher with experience of supporting ITT students. The Professional Tutor should manage the school's ITT programme and ensure the school fulfils its partnership responsibilities. Specific responsibilities include:

<b>Key areas</b>	<b>Responsibilities</b>
<b>Co-ordination of the classroom practice programme</b>	To provide trainees with information about the school.
	To ensure that trainees are fully inducted into the school in readiness for beginning their teaching placement, thus should include safeguarding training and the school's safeguarding policy. This should also include an introduction to the school's online learning policy, as well as guidance on how to deliver virtually should this need to take place during placement.
	To ensure that the trainees have an appropriate space in which to work when not teaching.
	To ensure that the trainees have access to school facilities such as ICT, photocopying and other resources.

	To facilitate trainees' access to information and learning experiences to enable them to meet the Teachers Standards in the age range for which they are being trained in.
	To ensure that the trainees have a structured programme of training on whole school issues during their placement.
	To understand how the school works formally and informally.
	To have an awareness of the ethos of the school and department.
	To gain appropriate knowledge and skills in their subject specialism.
	To develop themselves in the context of their role.
	To develop appropriate values and professional standards.
	To achieve the Teachers Standards.
<b>Monitoring, supporting and assessing trainee progress throughout the programme</b>	To lead the development of trainees' pedagogical subject knowledge.
	To observe each trainee once during each teaching practice.
	To sample trainees' teaching files and other documentation.
	To quality assure subject specific training through joint observations with the subject mentor.
	To support and guide the trainees' Subject Knowledge Audit Tracker (SKAT) with the trainee and the subject mentor.
	To designate a subject mentor and a 'critical friend' to support the training.
	Co-ordinating the reviews of the trainees' progress and writing reports using the SCITT Assessment Guidance.
	Monitoring the quality of the weekly progress of trainees and discussing this with the SCITT Tutors during visits.
	To implement a formal school action plan for any trainee if PT feels trainee is not on trajectory and may potentially be in danger of failing to achieve the Teachers' Standards by the end of the course.
	Alerting the SCITT Directorate to the need for a formal SCITT Action Plan if required.
<b>Quality assurance</b>	To ratify the teaching placement report for trainees.
	To meet with the SCITT Directorate as and when required.
	To conduct at joint observations with new subject mentors each year.
	To co-ordinate the work of the subject mentor in school and ensure that they have access to appropriate training and development.
<b>Liaison</b>	To evaluate at least once per year the school's ITT provision.
	Liaison with the SCITT Directorate including attendance at meetings.
	Involvement, where possible, in the selection and final assessment of trainees.
	To manage placements from all ITT providers.

### 3.4.3 Subject/phase mentors (school based)

The mentor plays a pivotal role in developing the two key aspects of the ITT programme: **(i) the practical issues of day to day teaching and (ii) Developing the skills of the trainee as a questioning, analytical and reflective practitioner.**

The former will be addressed in the main through the subject-specific training programme (as a coach when case studies are being completed; department meetings; recommending subject specific reading and websites; etc.) which will enable trainees to develop those professional skills that will ensure efficient and purposeful teaching. The latter will be particularly addressed at the weekly meeting between mentor and trainee.

The development of pedagogical subject knowledge in both Primary and Secondary training is a core role of the mentor. Please refer to our Guidance Handbook and Assessment Guidance for support and further explanation.

### **Specific responsibilities of the subject/phase mentor include:**

<b>Keys areas</b>	<b>Responsibilities</b>
<b>Co-ordination of Classroom Practice</b>	To arrange the trainees' teaching timetable in accordance with the programme schedule and the age range they are training to teach.
	To monitor trainee attendance during the placement and communicate this with the SCITT administration.
	Advising the trainee on all aspects of lesson planning; observing and giving written and oral feedback on the trainees' teaching; setting appropriate development targets which relate directly to subject knowledge, to their SKAT and the teaching standards.
	To arrange for trainee access to existing and relevant teaching resources in order to help alleviate, support and manage trainee workload.
	To foster a climate of, and create opportunities for, collaborative planning between Subject Mentors and trainees.
	To ensure the trainees have access to all data that is relevant to the classes in their timetable.
	To support the trainees in developing their subject knowledge and assess this.
	Providing the trainee with departmental policies, demonstrating how they relate to whole school policies and monitoring their implementation.
	Training the trainee on how to use assessment data to inform planning for teaching and learning.
	Providing access for trainees to pupil data necessary in order for trainees to plan for effective pupil progress in their lessons.
	Training the trainee in the use of ICT as a tool to enhance teaching and learning in their subject area.
	To provide opportunities to demonstrate how to plan effectively within their subject for virtual learning, should this need to take place during placement.
	Observing the trainee at least once per week and reviewing observations with the Professional Tutor, as directed.
	Identifying subject knowledge priorities for the trainee and alerting the trainee to any CPD opportunities that will provide further strengthening and development of these areas, providing and directing the trainee to appropriate resources that will support the trainees' pedagogical content knowledge and understanding.
	Participating in the programme of observations to support trainee placements in other partner schools.

<b>Monitoring, supporting and assessing trainees' progress throughout the placement</b>	To act as a mentor to individual trainees as they work towards the achievement of the Teachers' Standards by the end of the course.
	To complete all paperwork required by the ITT programme.
	To conduct a weekly timetabled review of the trainees' progress and complete paperwork as required.
	To assist in the construction of, and monitoring of, the trainees' Subject Knowledge Audit Tracker (SKAT).
<b>Quality Assurance</b>	To ensure that trainees are observed teaching and given feedback on a weekly basis.
	To observe with the Professional Tutor and SCITT team at least once in each placement.
	Alerting the Professional Tutor to their own professional development needs.
	Working closely with the Professional Tutor, SCITT Directorate and visiting tutor to ensure consistency in the advice given to the trainee.
<b>Liaison</b>	To liaise with the Professional Tutor by communicating effectively and swiftly, where needed, regarding the emerging needs and progress of trainees.
	To be involved, where possible, in the selection of trainees.
	To attend, where required, training provided by the partnership.

#### 3.4.4 'Personal Tutor' at SCITT

This is a nominated teacher from the trainee's school.

Specific responsibilities include:

- To allay any fears the trainee may have
- To act as a friend and confidante
- To draw on his or her own recent experiences when offering advice
- To review progress, Personal Action Plans and set targets at key training and assessment points identified on the course outline.

#### 3.4.5 Lead Subject Tutors deployed by the SCITT

The key role of the visiting tutor is the **quality assurance of training across the partnership**.

A team of visiting tutors will be formed from staff across the partnership and beyond. All will receive ongoing training and development.

#### Specific responsibilities include:

- Involvement in the selection procedures for trainees where possible
- Supporting the development of training programmes
- Visiting trainees in school during periods of teaching practice to monitor and support trainee progress
- Engagement with the SCITT assessment process throughout the placement, culminating in the quality assurance of submission of the SCITT progress reports
- Assisting in the assessment against the Teachers' Standards at the end of the course
- Triangulation of lesson observation data with Professional Tutors

### **3.4.6 The external verifiers**

#### **Specific responsibilities include to:**

- Comment on the balance and content of the training programme in relation to its stated objectives
- Comment on the suitability of the methods of training as reflected by the standards achieved by the trainees
- Identify the particular strengths and weaknesses of the provision
- Moderate a samples of trainees' work as required
- Determine whether the overall quality of the provision is comparable with that in similar institutions
- Evaluate the quality of the trainees' programmes
- Verify the award of QTS and to specify the sampling method to be used

All responsibilities above are detailed fully in the SCITT Guidance Handbook

## **Section 4 – Guidelines to The Partnership**

### **4.1 Full partnership schools: schools hosting trainees**

- Will support the trainee with a Professional Tutor and Mentor
- Will release new mentors to attend training sessions in order for them to fulfil the requirements of the ITT programme
- Will provide time for the mentors to fulfil their roles
- Will support the training of the trainees as indicated in the Guidance Handbook
- Will comply fully with all internal and external moderation, inspection and quality assurance processes
- Will address effectively issues raised in internal and external QA procedures
- Will foster a climate of, and create opportunities for, collaborative planning between Subject Mentors and trainees (C3.1)
- Will provide trainee access to existing and relevant teaching resources in order to help alleviate, support and manage trainee workload (C3.1)

In addition, in accordance with the Equality Act 2010, the partnership will ensure that it does not discriminate against any people with disabilities and specific learning difficulties in any aspect of its activity.

Each party in the partnership undertakes to ensure that its responsibilities are properly fulfilled.

Should a school be concerned over a trainee's progress or professionalism (according to the criteria for Part 2 of the Teachers' Standards), then the concerns action planning process will be implemented. The Director of Teaching School should be contacted immediately. The action plan will set precise, short-term targets related to the Teachers' Standards and will stipulate clearly:

- what the concern is
- the evidence for the concern
- the improvement target and its relation to Teachers' Standards
- the action(s) to be taken by the trainee
- the support needed
- who will provide it
- the evidence needed to show the target has been reached
- the target date
- who will do the assessment

In exceptional circumstances, the partnership may request an extension to the training programme. Re-assessment and appeals procedures are in the Guidance Handbook.

Trainees in school should be provided with:

- The child protection policy
- Information about the role of the designated safeguarding lead and who they are in the school
- A staff handbook
- The behaviour policy
- A copy of the timetable they will be delivering during each teaching practice and relevant subject and school documentation

## **4.2 Criteria for selecting partnership schools**

In order for a school to enter into a partnership with Shotton Hall SCITT, the following criteria should be satisfied:

- The school must satisfy the requirements of the DfE for teaching provision
- The school must be willing to undertake all the responsibilities as specified in this partnership agreement
- Trainees should have access to a variety of teaching across the key stages they are training to teach (e.g. by age and ability) and be welcomed to observe teaching in subjects other than their own
- A willingness to allow the SCITT Directorate to access information to provide specific evidence that the school and subject department are likely to provide high quality training (e.g. Ofsted reports, LA reviews, self-evaluations). This will include information on the standards attained, quality of teaching and arrangements for professional development. The purpose of this is to ensure that highly effective teachers are involved in mentoring, mentor training and quality assurance
- Trainees must have the same working environment as existing members of staff

It is the responsibility of the SCITT Directorate to canvass and select future full partnership schools through a proactive approach to capacity building and improvement planning.

## **4.3 Criteria for de-selection of schools**

- Evidence that the school is no longer likely to provide high-quality training (e.g. Ofsted reports indicating Special Measures). Schools in Special Measures following an Ofsted inspection and who cannot guarantee that trainees placed with them will not be disadvantaged by the school experience will be de-selected (C2.3)
- Failure to comply with the terms of the Partnership Agreement and/or any aspect of the Statutory Criteria for ITT
- Failure to address weaknesses identified through quality assurance processes

#### **4.4 Criteria for selecting training departments**

- An enthusiastic subject or phase mentor who is a highly effective practitioner and who is committed to providing high quality training
- The capacity to deliver the subject specific elements of the trainee's Subject Knowledge Audit Tracker (SKAT)
- The ability to provide access to resources to support the trainee through opportunities for collaborative planning between Mentors and trainees
- The ability to provide trainee access to existing and relevant teaching resources in order to help alleviate, support and manage trainee workload (C3.1)

#### **4.5 Criteria for de-selecting departments**

- Lack of a mentor who is an excellent practitioner and/or is committed to providing high quality training
- Failure to carry out the responsibilities of the mentor as documented in the SCITT Guidance Handbook and address weaknesses identified through quality assurance procedures
- Repeated non-attendance of mentor at calendared meetings and training opportunities/lack of engagement with the SCITT in order to make alternative arrangements with the SCITT to access training
- Failure to provide access to resources to support the trainee through opportunities for collaborative planning between Mentors and trainees
- Failure to provide trainee access to existing and relevant teaching resources in order to help alleviate, support and manage trainee workload (C3.1)

## **Section 5 – The Recruitment and Selection Process**

### **5.1 Partnership Schools and the Strategic Group will be involved in :**

- The design and evaluation of the selection process and;
- Participation in the selection process to ensure rigorous processes that ensures recruitment of the best possible trainee teachers

### **5.2 Fundamental Principles for Recruitment and Selection**

- As the ITT provider responsible for meeting statutory ITT Requirements, Shotton Hall SCITT will;
  - Arrange and host Selection Days at The Academy at Shotton Hall or virtually where face-to-face is not possible and attend/ support selection processes that take place in Partnership Schools

- Retain the right of 'veto' to ensure the best candidates are selected for places on the course
- Ensure our selection record is completed fully on all occasions
- Deploy successful trainees across the partnership in consultation with school

### 5.3 Entry Requirements for ITT Programmes

#### Common Entry Requirements

- GCSE at Grade C/grade 4 or above in English and Mathematics (including Science for primary trainees) or equivalencies
- An honours degree
- A satisfactory Disclosure and Barring Service (DBS) check by course registration date

#### Conditional Offers

Applicants may be interviewed and offered a place on the programme with any of the following conditions applied to registration:

1. **Subject Knowledge Enhancement requested as a recommendation or condition of entry to the programme**
2. **The completion of GCSE mathematics, English and/or science or their equivalencies by course registration date**

## Section 6 – The Training Programme 2020-21

### 6.1 Guaranteed elements of Training: The First Phase of the Programme for all ITT Entrants

All trainees on both School Direct and SCITT pathways will follow this programme, unless formal arrangements for modifications are made by a lead school and agreed by the SCITT.

The Shotton Hall SCITT model will launch with an **INDUCTION** July 2019, giving trainees the opportunity to virtually meet core SCITT staff, undertake an in-depth subject knowledge audit, familiarise themselves with the training structure of the year and begin to formulate a Subject Knowledge Audit Tracker (SKAT) based on their experience, transferrable skills from industry where appropriate and personal subject knowledge.

The core and subject specific training will then begin from September to December and will take place at Traynor House in the case of secondary trainees and at The Academy at Shotton Hall for our primary cohort. Training will adopt a 'blended learning' approach through a combination of face-to-face and virtual training sessions. During this time, trainees will familiarise themselves with the SCITT programme, the SCITT Team, SCITT training and to obtain key resources they will need, such as email addresses. They will also receive further training to consolidate and build upon the work they did for their pre-course tasks and will be guided by expertise selected from across our partnership of schools

using excellent, experienced practitioners to deliver bespoke courses in safeguarding and Prevent training, lesson planning, behaviour management, literacy and numeracy, managing workload and effectively applying research evidence to practice. Trainees will work alongside outstanding practitioners and during this time they will plan, collaboratively deliver and reflect on structured teaching activities giving them a sense of what a coherent lesson plan looks like and how to go about delivering it. From the outset, all such activities will be evaluated in terms of their direct impact on pupil learning and progress.

## **6.2 Finalised aspects of the programme for 2020-21**

- All directives specified in the ITT Requirements August 2020 have been met
- An action plan for programme delivery
- Tracking trainee progress, monitoring and intervention
- Assessment processes relating to the Teachers' Standards 2012 and Ofsted Criteria June 2020
- Joint School Direct and SCITT Programmes
- Details of M-level accreditation and PGCE (via Durham University)
- Subject Knowledge Enhancement Days
- The use of expertise drawn from across the partnership
- Placement experiences in more than one school
- Supplementary virtual mini-placements that will enrich every trainee's experience by ensuring they have the opportunity to access the knowledge, skills and expertise from a broad range of experienced practitioners from across a range of educational settings, including EAL, SEND, pastoral support and alternative provision

# **Section 7 – Funding Structures and Training Fees 2019-20**

**7.1 Tuition fees** for all routes will be £9250 for the School Direct and SCITT Training Programme. Alliance Schools who deliver elements of training will be paid fees in respect of their staff time and input and placements are included in this view of 'provision'.

## **Fees payable to schools for School Direct and SCITT:**

**TP1 (8 weeks) £800**

**TP2 (7 weeks) £800**

**These fees are reviewed by NELT annually.**

## **7.2 General Funding information for:**

1. School Direct Training Programme
2. SCITT Training Programme

Please refer to the Department for Education's ITT Bursaries Funding Manual: 2020-21

## **Registering Trainees**

Once accepted, Shotton Hall SCITT will register trainees with TRA and DFE.

## **Funding for Training Programmes**

- SCITT training programmes are funded by tuition fees paid by the trainee who will be eligible for the standards support package including training bursaries, tuition fee loans and scholarships where eligible.
- Once they have accepted their place on the programme, prospective trainees should make an application for tuition fee loans through Student Finance England to cover the cost of their training, should they need this.
- This money will be paid directly to Shotton Hall SCITT on the condition that trainees have registered for the programme. The Student Loans Company will pay the money in instalments on the condition that Shotton Hall SCITT register trainee attendance at the start of each term.
- The tuition fee for 2020-21 will be £9250; placement fees are devolved to school's delivery of training.
- Trainees will be able to receive bursary funding and scholarships where eligible. Further information is available from the Teaching Regulation Agency and the Department for Education.

## Section 8 – General obligations and Partnership Agreement

The partnerships policies for equality and diversity, gender, race and disability are in line with the Equality Act 2010. The partnership will ensure that the principles of respect and dignity of the individual and of equality of opportunity for all will be incorporated in the organisation, management and quality assurance activities of the partnership.

### **Allocation of resources and terms of agreement**

#### **8.1 Leadership and management at The Academy at Shotton Hall**

The SCITT Directorate and administrators are based at the Academy at Shotton Hall and lead primary schools in the alliance.

### **Terms of agreement**

- The school/college accepts this offer and agrees to undertake the roles and responsibilities as specified in this agreement. Shotton Hall SCITT agrees to undertake the roles and responsibilities as specified in this agreement.
- The agreement will become operative on 1<sup>st</sup> September 2020 and will run for 2 years until 31<sup>st</sup> August 2022, unless prematurely terminated in accordance with section below
- The agreement may be renewed by mutual written agreement between the parties. The parties shall discuss renewal of the agreement no less than six months before the expiry date of the agreement

#### **8.2 Premature termination of agreement**

- Shotton Hall SCITT will be entitled to terminate the agreement on the basis of the criteria of the deselection of schools, colleges and departments. Three months' written notice will be given

- Either party may terminate this agreement for any reason by giving the other party no less than six months written notice
- In the event of premature termination which takes effect part way through an academic year, all fees will remain payable to the school or college for training carried out up to the date of termination
- In the event that the school or college has already received its fee in full, the school or college will reimburse Shotton Hall SCITT a proportion of the fee due on a pro-rata basis

### **8.3 Force majeure**

Neither the partnership institution nor Shotton Hall SCITT shall be liable for any event of force majeure, that is any event or occurrence beyond the reasonable control of the party concerned and which is not attributable to any act or failure to take preventative action by the party concerned but shall not include any industrial action occurring within either party's organisation. In the event of force majeure causing cessation of training, either party will have the right to terminate the agreement.

### **8.5 Confidentiality**

Neither party will divulge, or allow to be divulged, to any person any confidential information which may become known to it or come into its possession or that of any of its employees regarding the activities of the other, without the express agreement in writing of the other party. At the end of the term of this agreement or upon premature termination, each party will forthwith return to the other any record, documents or other information relating to the other's systems, procedures and activities. Said duty of confidentiality will extend six months beyond the term of this agreement.

### **8.6 Variation clause**

The terms of this agreement may be varied by prior agreement between Shotton Hall SCITT and all participating partner institutions. This includes alterations to the programme for School Direct and SCITT trainees which must be agreed before training starts in September 2020.

# Shotton Hall



School Centred Initial Teacher Training

## Partnership agreement 2020-21 to be completed by the Headteacher/Principal

Name of school:	Name of Headteacher/Principal:
I have read the Shotton Hall SCITT Partnership Agreement 2020-21 and both understand and agree to all terms and conditions	Yes/No
Signed:	Date:

Please sign and scan this as a PDF and return by email to [Leanne.storr@shottonhallacademy.co.uk](mailto:Leanne.storr@shottonhallacademy.co.uk) or return by post/email to:

**Leanne Storr,**

The Academy at Shotton Hall  
Passfield Way  
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SR8 1AU

Reviewed in August 2020