**Birmingham City University Primary and Early Years Partnership Agreement 2016**

The Partnership Agreement has been created in consultation with the Primary and Early Years Partnership Strategic Leadership Group, with colleagues in Partnership Schools and with trainee teachers.

Birmingham City University Primary and Early Years Partnership is a collaborative venture in which schools play a leading role to ensure the best possible outcomes for trainees, schools and pupils. All partners have a joint responsibility for ensuring that the training and professional development provided for trainee teachers is relevant and meets the needs of individuals, schools and the changing needs of the profession.

Birmingham City University School of Education is committed to working in partnership with schools to ensure that all trainee teachers become teachers whoare**:**

**Committed, Creative and Confident:**

**Committed to:**

* Being an outstanding teacher
* Creating a vibrant learning environment in which all learners will thrive
* Addressing the needs of all learners and their communities
* Their own professional development and learning
* Developing excellent subject and pedagogical knowledge

**Creative in:**

* Engaging, inspiring and motivating all learners
* Informing learning and teaching through research and evidence
* Overcoming disadvantage and barriers to learning
* Reflecting on the impact of their professional practice

**Confident to:**

* Act as a leader of learning
* Respond flexibly and proactively to change
* Communicate effectively with all partners in learning
* Accept responsibility and be accountable for their professional actions and decisions.

The Partnership Agreement outlines the expectations for School Based Training and the roles of each of the partners in providing excellent learning experiences for trainee teachers through a range of activities and to ensure that trainee teachers have a positive impact on learning outcomes for the pupils they teach.

The Partnership Agreement will be reviewed annually by the Partnership Strategic Leadership Groups.

The Partnership Agreement identifies the roles and responsibilities of all stake holders involved in

initial teacher training in the Birmingham City University Partnership.

**Birmingham City University School of Education and Social Work will:**

* Ensure full compliance with current procedures prescribed by the NCTL, with regard to trainee teachers and the safeguarding of children and young people;
* Recruit trainees with appropriate qualifications and dispositions for initial teacher education;
* Support trainees in all matters relating to their individual needs as registered students of the University, e.g. in respect of welfare, accommodation, services etc.;
* Ensure that all safeguarding requirements are met to include: identification checks, Enhanced Disclosure and Barring checks and Prohibitive Order checks;
* Ensure that the programmes prepare trainees for school based training, their professional responsibilities including Safeguarding and Health and Safety training;
* Offer appropriate induction and training for all partnership schools and university staff;
* Ensure that partners are active participants in the development and improvement of initial teacher education programmes through consultation on the planning of new courses, existing course review, membership of Strategic Leadership Groups;
* Invite colleagues from schools to contribute to University based sessions where their expertise is current and relevant;
* Invite colleagues from schools to take part in interview and selection days;
* Ensure that within the partnership, quality assurance procedures are communicated, implemented and any issues raised are addressed;
* Provide clear assessment and support documentation for trainees and school colleagues;
* Provide all schools with a named university tutor, who will maintain contact with the school;
* Provide mentor training to all Partnership Schools;
* Where possible offer school briefing and mentor training in school, or for a cluster of schools;
* Ensure that all schools are kept up to date with developments in Initial Teacher Training including changing regulations;
* Provide a Partnership Handbook via the partnership website, to provide further information on the Partnership, the ITT Programmes, the school based training requirements, the roles and responsibilities of staff and quality assurance arrangements;
* Provide guidance on the roles, responsibilities, procedures and expectations for each school based training experience;
* Take appropriate action to take account of factors which may affect the quality of school-based provision, such as changes in staffing, Ofsted judgements, and particular circumstances of the school;
* Communicate effectively with all involved in the partnership;
* Pay the participating schools the sum agreed per trainee as specified in the placement letter;
* Ensure that trainees, as students of the University, are at all points in their training, treated in accordance with the University’s policies on equal opportunities and race relations as published on the Primary Partnership website: [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships);
* Manage and analyse partnership data to drive improvement.

**Partnership Schools will:**

* Identify a member of staff to co-ordinate the school based training experience for trainee teachers in school;
* Keep regular contact with named University tutor;
* Disseminate key information about the Partnership to relevant school colleagues;
* Develop and implement a whole school policy for working with trainees;
* Attend briefing meetings and training as appropriate;
* Offer as a minimum, one school based training experience per year and to try to maintain the number of placements offered in any one academic year unless exceptional circumstances prevent this;
* Be willing to be active participants in the development and improvement of initial teacher education programmes through consultation on the planning of new courses, existing course review, membership of Strategic Leadership Groups;
* Be willing to contribute to University based sessions to share current and relevant expertise;
* Be willing to take part in interview and selection days;
* Be willing to supportstaff who wish to become School Mentors;
* Place trainees with appropriately trained experienced, and supportive classroom teachers;
* Inform the University of changes which will affect the provision of suitable placements such as the outcomes of an Ofsted Inspection;
* Ensure all trainees complete school induction procedures, which will include:
* Safeguarding briefing
* Health and safety briefing
* E Safety guidelines
* Starting, finishing and lunch times and expected arrival/departure times
* Outline of school procedures
* Dress code
* Guidelines on access and use of school resources including photocopying
* School management and curriculum policies
* Ensure that trainees work in a context which provides examples of good practice in respect of equality of opportunity and the avoidance of discrimination;
* Monitor the trainee’s effectiveness during school based training and provide the support and challenge to meet the trainee’s needs;
* Participate in the assessment of trainees against the Teachers’ Standards, and engage in partnership moderation;
* Support the class teacher in providing a Weekly Professional Development Meeting to review progress, to formatively assess and to identify targets;
* Support the class teacher and School Mentor in undertaking regular observations with verbal and written feedback;
* Support the class teacher and School Mentor in providing progress meetings at the mid-point and at the end of school based training to assess, review and report trainee’s progress in meeting the requirements of the Teachers’ Standards;
* Support the class teacher and School Mentor in completing the documents for each school based training placement;
* Support class teachers and School Mentors in participating in partnership development activities including briefing sessions, moderation events and mentor training;
* Ensure that no trainee receives less favourable treatment than another on the grounds of equal opportunities, e.g. ethnicity, religion, gender, disability or special needs;
* Support the teacher in charge of placements or the School Mentor in organising the trainee’s induction;
* Evaluate the school based training experience in collaboration with university tutor;
* In the event of a trainee not completing or not passing school based training complete all relevant documents.

Signed on behalf of Birmingham City University



Professor Kevin Mattinson

*Associate Dean and Head of School of Education and Social Work*

**Signed on behalf of** (Please click here and enter your school name)

(Please click here and enter your full name)

(Please click here and enter your role)

[ ]  **Please check the box to indicate that you have read and agree to the terms of the Birmingham City University Primary and Early Years Partnership Agreement 2016**

**Roles and Responsibilities**

For school based training to be effective in supporting trainees to become good or outstanding teachers it is important that all stakeholders understand their role in this process.

**Responsibilities of the Trainee**

Trainees are developing their professional practice throughout their course. Courses have been designed so that trainees gradually take on more responsibility in terms of their development of professional skills and attributes, the percentage of time and number of pupils taught, the development of subject and curriculum knowledge and pedagogical expertise. However, from the start, trainees are expected to take responsibility for their own learning and progress.

**Trainees:**

* Must attend and participate in School Based Training Briefing sessions and engage with the information provided in order to prepare themselves thoroughly for school based training.
* Will discuss their Targets for the school based training with their Personal Development Tutor. They will ensure their PDT approves their Targets.
* Must telephone the school to introduce themselves and to ask if there is anything they need to know in advance of the first visit. Initial contact should be addressed to the Teacher in Charge of school based training*.* Trainees should seek clarification regarding what time school begins so they will arrive at least half an hour before this, and certainly no later than 8:30am on any day.
* Should attend school every day and follow absence procedures when necessary.
* Trainees should ensure that they receive a Health and Safety briefing, including safe guarding and child protection so that they are fully aware of the school’s policies and know what procedures to follow. Trainees must immediately inform the class teacher or other member of staff if they have any concerns for a child’s welfare.
* Are responsible for negotiating a suitable programme of observation/teaching, following the guidelines for a particular school based training and ensuring that they gain as broad a range of teaching experience as possible so that by the end of the school based training they have taught across the whole of the curriculum.
* Are assessed against the Teachers’ Standards and progress is tracked using the Formative Assessment Criteria.
* Must include in their planning all elements as directed by university subject teams and work in-line with school policies and practices regarding planning.
* Will complete all of the tasks in the School Based Training Booklet.
* Will complete all tasks to meet the requirements of their course e.g. tasks in the Teaching of Reading Booklet and in the SEN Booklet.
* Will complete the attendance register for each practice and ensure that it is signed or stamped by the class teacher.
* Will ensure that the University Tutor and School Mentor or class teacher have signed the relevant page of the School Based Training Experience Booklet before the practice can commence, to show that they deem the trainee to be satisfactorily prepared for the school based training.
* Are responsible for ensuring that the School Experience File is up-to-date and available throughout the school experience.
* Will produce a teaching plan for all teaching undertaken, whole class, small group and 1:1.
* Will reflect on what works well in teaching and learning to meet the diverse needs of learners.
* Will evaluate and challenge own practice, values and beliefs.
* Will inspire, motivate and raise aspirations of learners through own enthusiasm and knowledge.
* Will be creative and innovative in selecting and adapting strategies to help learners to learn.
* Will value and promote social and cultural diversity, equality of opportunity and inclusion.
* Will build positive and collaborative relationships with colleagues and learners.
* Will plan and deliver effective learning programmes for all groups and individuals in a safe and inclusive environment.
* Will evaluate own practice every day and file their evaluations in their School Based Training File along with the daily planning.
* Will write a weekly reflection to analyse and reflect on developing practice in order to improve teaching and to recognise the impact that it has on children’s learning and use this to support the Weekly Professional Development Discussion meeting
* Are responsible for ensuring that the School Based Training Experience Booklet is completed and copied and handed in to the Partnership Office by the time and date stated on the cover. Trainees must hand this booklet in even if the School Based Training Experience has not been completed.
* Are responsible for maintaining the Professional Development Profile and will systematically accumulate evidence from a range of sources towards the achievement of the Teachers’ Standards. The PDP file should be available for class teacher, School Mentor or University Tutor to discuss and review.
* Must negotiate a time for the Weekly Professional Development Discussion meeting with the School Mentor and/or class teacher.
* Must prepare for the Mid Point Review/Progress meeting and the End Point Review/Progress meeting by considering targets for future professional development, based on evaluation of their developing knowledge, skills and attributes and the impact they have had on children’s progress and learning.
* Must meet with their PDTs at least once a term to discuss their professional progress, and to set targets for development.
* Understand that school based training is a learning experience and will seek and act upon advice.
* Adhere to the school’s dress code and dress appropriately.

**Absence**

Trainees are expected to attend school based training on all of the dates allocated, and to remain in the school for the whole day.

It is not acceptable to be absent during the school day for routine appointments (dentist, doctor, optician, hairdresser, etc.).

Any requests for leave of absence must be negotiated with both the school and the Primary and Early Years Partnership Team, e.g. to attend a family funeral.

**Absence Reporting Procedure**

If you are absent from school for any reason, it is YOUR professional responsibility to:

1. Contact the class teacher to inform them of your absence as far in advance as possible and provide them with information regarding the lessons you plan to deliver that day.
2. Telephone school to report absence formally in accordance with school policy for staff.
3. Email TPabsences@bcu.ac.uk by 08:30am at the very latest on each day of absence; stating your name, school, stage of course and reason for absence.
4. If you are on block placement, even if you are not expecting a visit, you should also inform your University Tutor by an agreed means.
5. You must keep the school and university informed about continuing absence.

***Trainees must make calls in person except in extreme circumstances.***

**Partnership Models**

We offer two models of Partnership to schools: Leading Partnership Schools and Associate Partnership Schools.

**Leading Partnership Schools**

School mentors will supervise, support and assess trainees throughout the school experience, including signing off trainees’ School Experience Files, providing support and feedback on preparation, planning, teaching and learning. School mentors will observe trainees teaching and identify development targets, they will assess trainees’ progress at the interim points and identify developmental targets and assess progress at the summative point and prepare a report on achievements and targets for development.

Birmingham City University trained School-based Tutors will be invited to become school mentors and their schools will be invited to become a Leading Partnership School.

The benefits for schools are:

* Mentor training packages will be offered to all schools at no cost;
* Schools will work in a cluster of schools so that moderation meetings and mentor training etc. can be hosted by a cluster school;
* Schools can choose to receive IPads and/or monetary recognition for the School Experience Placements they host;
* A named university mentor will support and advise mentors and schools.

**Associate Partnership Schools**

Class teachers provide advice and support to trainees and university mentors assess trainees’ progress at the interim and summative points. Associate Partnership Schools will receive monetary recognition for the School Experiences they host.

We would strongly encourage Associate schools to look towards becoming Leading Partnership Schools where staff are trained as school mentors. To support schools we will provide mentor training at no cost to the school and a named university mentor will support schools during the transition of status.

**Overview of School Based Training in a Lead Partnership School**

**The School Mentor**

All School Based Tutors who have undertaken appropriate professional development for the role will be invited to become School Mentors. In some Lead Schools there will be more than one School Mentor and the responsibilities related to the overview of placements may be shared between them.

**Responsibilities for the organisation of placements:**

* In consultation with the Head Teacher and teaching staff complete the Birmingham City University Placement Opportunities Form, which will be sent into schools in the summer term for placements in the following academic year.
* Call BCU Partnership Team on 0121 331 7688 if you have any queries regarding placement opportunities with BCU.
* When you have received confirmation of a placement inform all relevant staff, including teaching and office staff, and parents.
* Organise the trainee’s induction which will include:
	+ Child Protection, Safeguarding and Health and Safety Briefing
	+ Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Core Subjects
	+ Overview of the school day including: school routines eg start and end of day, playtimes, lunchtime, assemblies, extra-curricular activities, meetings
	+ Overview of staff including roles and responsibilities
	+ Outline the school’s expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
	+ Outline opportunities in school for trainees eg involvement in an extra-curricular activity, in CPD, access to excellent practice
	+ Discuss protocol in observing, shadowing teachers, including completing observation forms and trainee actions
	+ Share information about the context and ethos of the school and the school prospectus
	+ Share latest OFSTED report and the school’s priorities
	+ A tour of the school and the school’s facilities

**Responsibilities of School Mentors:**

* Establish contact with the University Tutor and keep them informed of any concerns.
* Arrange when the University Tutor will visit school and organise a joint observation with the School Mentor or class teacher.
* Attend School Briefing Session, where possible this could be arranged in school with the University Tutor.
* Liaise closely with the class teacher and support as appropriate.
* Monitor and supervise trainees’ development on school based training of:
	+ TS 4 Planning and teaching
	+ TS 7 Behaviour management
	+ TS 6 Effective use of assessment
	+ TS 3 Subject and curriculum knowledge
	+ TS 2 Accountability for pupils’ progress
	+ TS 5 Teaching and learning strategies to meet the needs of all learners
	+ TS 8 & 1 Professional responsibility
	+ Part 2 of the Teachers’ Standards
* Professional Development Profile (PDP)
* Assess trainees against the current statutory criteria for the award of QTS.
* Confirm with the class teacher that an appropriate teaching timetable, and support for preparation and planning, taking into account the trainee’s stage of training, has been arranged.
* Meet the trainee and monitor the School Based Training Booklet and File and provide feedback on preparation, planning, evaluation and assessment. Sign off the trainee’s planning and preparation in the School Based Training Booklet, if satisfactory to confirm the trainee is ready to start their School Based Training.
* Identify relevant staff meetings that should be attended.
* Organise with colleagues opportunities for trainees to observe and learn from good practice across the school.
* Confirm with the class teacher that a schedule of Weekly Professional Development Discussion have been negotiated. Discuss who will take part in these meetings.

**Observation of Teaching**

* Negotiate schedule of formal observations of the trainee teaching with the class teacher, ensure that the first observations is within 7 working days of the start of the school based training.
* Make focused observations of the trainee teaching and support him/her in evaluating their teaching and the impact on children’s learning and identifying targets for improvement.
* Carry out a joint observation with the University Tutor, where possible give verbal feedback jointly and both write individual feedback sheets.
* Observations should be focused on the impact of the trainee’s teaching on children’s learning.
* Formal observations should be recorded on the university’s observation form electronically. This can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships) or accessed through ‘Form Connect’
* Verbal feedback from the observation should be shared as soon as possible after the observation has taken place.
* Written feedback should be discussed to identify strengths, areas for development and strategies the trainee may use to enhance their professional practice. Feedback should include practice based examples of strengths and areas for improvement and be as detailed and clear as possible. Written feedback should be sent to trainees within 48 hours of the observation.

**Cause for Concern**

* Trainees that are a cause for concern will not be demonstrating their understanding or application of the Teachers’ Standards at the appropriate level for their stage of training or will not be fully engaged or responding to advice and feedback.
* Ensure that the trainee understands which aspects of their practice they need to improve and the strategies and actions they need to employ to achieve this improvement.
* A Cause for Concern form will be written identifying the reasons for the concern, the targets, the support available and the date when the targets will be reviewed.
* Inform the University Tutor about trainees causing a concern and agree intervention plans and strategies as appropriate.
* Liaise closely with the class teacher to ensure that appropriate support is available to meet the trainee’s needs.
* If necessary request additional visits to school by the University Tutor to ensure that the trainee makes appropriate progress.
* Monitor the progress of trainees, liaise closely with the class teacher and ensure that interventions are timely and appropriate.
* In the event of a trainee not completing school based training write a report detailing the reasons for non-completion and the support offered to the trainee.
* **If you have a cause for concern please complete a Cause for Concern form and email a copy to** [**education.partnerships@bcu.ac.uk**](file:///C%3A%5CUsers%5Cid114820%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CK8B66KSR%5Ceducation.partnerships%40bcu.ac.uk) **and also to** **david.smith@bcu.ac.uk** **for BAQTS students and** **alison.pemberton@bcu.ac.uk** **for PGCE students.**

**Scheduled Meetings**

**The weekly Professional Development Discussion**

* Ensure a Weekly Professional Development Discussion is scheduled and take part as agreed with the class teacher. During these discussions there should be time to discuss the progress the trainee has made and targets for further development, these discussions may include:
* The trainee’s teaching programme, e.g. what opportunities have they had: to teach 1:1; small groups; whole class; which subjects/topics have they taught; to observe other teachers
* The trainee’s developing subject knowledge
* The effectiveness of the trainee’s planning and teaching on children’s learning and progress
* The consistency, effectiveness and the range of behaviour management strategies used
* The trainee’s effective use of formative assessment strategies
* How the trainee is meeting the needs of a range of learners
* The Formative Assessment Criteria will be used to inform discussions and trainees/class teachers will underline criteria which have been met
* Trainees should develop a good understanding of their progress through these meetings

**The Mid-point Review/Progress meeting**

* Lead the Review/Progress meeting at the mid-point of the school based training with the class teacher. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements and use the Formative Assessment Criteria to inform discussions. Underline any further statements and consider progress against initial targets.
	+ In discussion with the class teacher identify the trainee’s achievement against the Teachers’ Standards. This judgement is recorded in the School Based Training Booklet.
	+ Targets are negotiated and support needed identified.
	+ **For weaker trainees this meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.**
* Ensure the trainee has the appropriate support to continue to improve their practice.

**The End Point Review/Progress meeting**

* Lead the Review/Progress meeting at the end of the school based training with the class teacher. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements against identified targets and use the Formative Assessment Criteria to inform discussions.
	+ Formative Assessment Criteria will be highlighted to show all applicable statements related to the trainee’s achievements and be used to identify a grade.
	+ A report is written identifying strengths and areas for development.
* Trainees who are at the end of the course will be awarded a final grade. The School Mentor and the class teacher will use the Summative Assessment Report to identify the trainee’s final grade.

**Additional responsibilities**

* Attend Partnership Moderation Meetings each academic year to ensure consistency across all judgements. Where possible moderation meetings can be organised with the University Tutor in school or with a group of schools.
* Attend School Mentor training sessions at least once during each academic year.
* Be prepared to host visits by External Examiners and school visits as part of an OFSTED inspection.
* Liaise with the University Tutor at the end of the school based training to evaluate the training and discuss the implications.
* Discuss the trainee’s Professional Development Profile, including evidence collected and reflective comments, make contributions where appropriate.

**Lead School Class Teacher**

**Responsibilities**

Class teachers play a major role in the professional development of trainee teachers. They are responsible for welcoming them in to school life and will be their main source of support and guidance. The teacher will always be responsible for the class, although at times aspects of that responsibility may be delegated to the trainee once the trainee is competent to take this responsibility. In the event of the Class Teacher’s absence, another member of teaching staff should undertake responsibility for the trainee’s support.

**Responsibilities:**

* Read the School Based Training Guidance for the relevant school experience, which will be sent to school when the trainee name is confirmed, these are also available at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships). The trainee will have a copy and your University Tutor will discuss this guidance with you.
* Discuss with the School Mentor who will attend the School Briefing and School Moderation Session for the relevant school experience, details of this will have been sent to the School Mentor and can be downloaded at www.bcu.ac.uk/education/partnerships.

**Planning and Preparation Days:**

* During the planning and preparation days, trainees gather a range of information about the school and class as well as getting to know the children. They will be asking a variety of questions about the following aspects: Context of the school; drawing on Ofsted information, considering how they may support school with development priorities. Class teachers’ support and assistance with this will ensure an effective start for the trainee and for the children.
* The class teacher will need to identify groups that the trainee will plan for and teach, this planning will be personalised to the needs of the group. Learners who would benefit from one to one support should also be identified and their needs discussed so that trainees can plan to meet these needs. This teaching should start during the planning and preparation visits.
* Inform the trainee of the range of ability in the class and identify pupils with particular needs, identify effective assessment strategies.
* Inform the trainee of resources and materials available in school and give advice on the effective use and management of these
* Ensure that the trainee has opportunities to observe good practice in other classes and key stages.
* Ensure that the trainee has a range of teaching experiences including 1:1, small group and whole class
* Develop an appropriate teaching timetable for the trainee for the School Based Training, information is provided in The School Based Training Guidance available at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships) The trainee will also bring a copy into school and further copies are available from the University Tutor. Discuss with School Mentor.
* Discuss trainee’s targets and discuss with the School Mentor strategies for in-school support, this will include arranging for the trainee to observe other colleagues in school.
* Ensure trainees have access (electronic or paper) to all relevant school policies.
* Provide trainees with school planning templates and medium/weekly plans.
* Trainees need to plan for all the sessions that they will be leading, trainees’ planning should be in line with school planning but will need to include all of the elements as directed by university subject teams.
* Support trainee’s planning and identification of subject knowledge needs and identify appropriate activities, resources, ideas available in school.
* If the class teacher feels that the trainee is not ready to start the practice discuss with the School Mentor who will contact the University Tutor immediately.
* Identify a schedule for Weekly Professional Development Meetings. Discuss with the School Mentor who will take part in these discussions.
* Identify with the School Mentor relevant staff meetings that should be attended.

**School Based Training Responsibilities:**

**Observation of Teaching**

* Negotiate with the School Mentor a schedule of lesson observations, information about the number of observations are included in the School Based Training Guidance.
* The first observation must be undertaken within 7 working days of the start of the School Based Training.
* Be prepared to carry out a joint observation with the University Tutor, where possible give verbal feedback jointly and both write individual feedback sheets.
* Observations should be focused on the impact of the trainee’s teaching on children’s learning.
* Formal observations should be recorded on the university’s observation form electronically. This can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships). Paper forms are also available which trainees can collect from the university and bring into school.
* Verbal feedback from the observation should be shared as soon as possible after the observation has taken place.
* Written feedback should be discussed to identify strengths, areas for development and strategies the trainee may use to enhance their professional practice. Feedback should include practice based examples of strengths and areas for improvement and be as detailed and clear as possible.

**Cause for Concern**

* If there is a Cause for Concern this should be clearly demarcated on the observation form against the relevant Teachers’ Standards and a ‘Cause for Concern’ form should be completed.
* Trainees that are a cause for concern will not be demonstrating their understanding or application of the Teachers’ Standards at the appropriate level for their stage of training or will not be fully engaged or responding to advice and feedback.
* Ensure that the trainee understands which aspects of their practice they need to improve and the strategies and actions they need to employ to achieve this improvement.
* A Cause for Concern form will be written by the School Mentor identifying the reasons for the

concern, the targets, the support available and the date when the targets will be reviewed.

* Liaise closely with the School Mentor to ensure that appropriate support is available to meet the trainee’s needs.
* In the event of a trainee not completing school based training write a report detailing the reasons for non-completion and the support offered to the trainee.

**Scheduled Meetings**

**The Weekly Professional Discussion**

* Ensure you schedule a Weekly Professional Development Discussion during which there should be time to discuss the progress the trainee has made and targets for further development, these discussions may include:
* The trainee’s teaching programme, e.g. what opportunities have they had: to teach 1:1; small groups; whole class; which subjects/topics have they taught; to observe other teachers
* The trainee’s developing subject knowledge
* The effectiveness of the trainee’s planning and teaching on children’s learning and progress
* The consistency, effectiveness and the range of behaviour management strategies used
* The trainee’s effective use of formative assessment strategies
* How the trainee is meeting the needs of a range of learners
* The Formative Assessment Criteria will be used to inform discussions and trainees/class teachers will underline criteria which have been met
* Trainees should develop a good understanding of their progress through these meetings
* If you have a cause for concern please complete a Cause for Concern form and email a copy to [education.partnerships@bcu.ac.uk](file:///C%3A%5CUsers%5Cid114820%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CK8B66KSR%5Ceducation.partnerships%40bcu.ac.uk) and also to david.smith@bcu.ac.uk for BAQTS students and alison.pemberton@bcu.ac.uk for PGCE students.

**The Mid-point Review/Progress meeting**

* Attend the Review/Progress meeting at the mid-point of the school based training with the School Mentor. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements and use the Formative Assessment Criteria to inform discussions. Underline any further statements and consider progress against initial targets.
	+ In discussion with the School Mentor identify the trainee’s achievement against the Teachers’ Standards. This judgement is recorded in the School Based Training Booklet.
* Targets are negotiated and support needed identified.
* Discuss the trainee’s Professional Development Profile, including evidence collected and reflective comments, make contributions where appropriate and ratify the trainee’s comments.
	+ **For weaker trainees this meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.**

**The End Point Review/Progress meeting**

* Attend the Review/Progress meeting at the end of the school based training with the School Mentor. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements against identified targets and use the Formative Assessment Criteria to inform discussions.
	+ Formative Assessment Criteria will be highlighted to show all applicable statements related to the trainee’s achievements and be used to identify a grade.
	+ A report is written identifying strengths and areas for development.
* Trainees who are at the end of the course will be awarded a final grade. The School Mentor and the class teacher will use the Summative Assessment Report to identify the trainee’s final grade.
* This grade will be moderated at the whole cohort moderation. Schools will be informed is grades are changed as a result of the moderation process.
* Be prepared to accommodate visits by External Examiners and school visits as part of an OFSTED inspection.

**Lead School University Tutor**

The University Tutor will act as the representative of Birmingham City University in the school. The University Tutor will contact the school and arrange a school briefing and will be the named university representative for the school.

**Responsibilities:**

**During the Planning and Preparation Period**

* Contact the School Mentor at the start of each placement to brief them on the outcomes and expectations of the placement and arrange a schedule of meetings and maintain a telephone and/or email link.
* Where possible lead school based training briefing sessions in the school.
* Arrange to visit the school during the practice and carry out a joint observation with the School Mentor or class teacher.
* Confirm with the School Mentor that an appropriate teaching timetable, and support for preparation and planning, taking into account the trainee’s stage of training, has been arranged with the class teacher.
* Meet the trainee and monitor the School Based Training Booklet and File and provide feedback on preparation, planning, evaluation and assessment and confirm with the trainee that a schedule of Weekly Professional Development Discussion have been negotiated.

**Observation of teaching**

* Visit the school and carry out a joint observation with the class teacher or School Mentor, where possible give verbal feedback jointly and both write individual feedback sheets.
* Discuss with the School Mentor and class teacher the progress and attainment of the trainee and ensure that trainee’s development needs are supported and interventions are timely and appropriate.
* Quality assure lesson observations and feedback through joint observations with school colleagues, at least once during each school based training.

**Cause for Concern**

* As soon as possible after you have been informed about a trainee causing concern contact the School Mentor and ensure that the trainee understands which aspects of their practice they need to improve and the strategies and actions they need to employ to achieve this improvement and that a Cause for Concern form has been written identifying the reasons for the concern, the targets, the support available and the date when the targets will be reviewed.
* Ensure that the School Mentor sends a copy of the Cause for Concern form to you, monitor and discuss the contents and offer advice as appropriate.
* Inform the Deputy Course Director of the relevant course of trainees causing a concern and agree intervention plans and strategies as appropriate.
* Liaise closely with the School Mentor to ensure that appropriate support is available to meet the trainee’s needs.
* When necessary arrange additional visits to school to ensure that the trainee makes appropriate progress.
* Ensure the trainee has the appropriate support to continue to improve their practice.
* In the event of a trainee not completing school based training write a report detailing the reasons for non-completion and the support offered to the trainee.

**Additional responsibilities**

* Use the School Based Training Booklet and File to moderate the grade at the whole cohort moderation. Inform the school if a grade has been changed as a result of the moderation process. And discuss the reasons.
* Where possible lead an in school moderation session.
* During whole cohort moderation meetings refine trainees’ grades to enable cohort/group tracking and monitoring of progress.
* Quality assure and moderate assessment judgements made in school against the current statutory assessment criteria for the award of QTS.
* Quality assure lesson observations and feedback through joint observation with a university colleague, at least once during each school year.
* Assist in the organisation of visits by External Examiners and school visits as part of an OFSTED inspection.
* Meet with the trainee at the end of the school based training to discuss and evaluate progress and to sign School Based Training Booklet and to evaluate the school based training.
* Contact the School Mentor at the end of the school based training to evaluate the training and to discuss implications.
* Attend training meetings.

**Overview of School Based Training in Associate Schools**

**Roles and responsibilities in Associate Schools**

In Associate Schools there are no School Mentors so there will need to be a teacher who is in charge of placements across the school.

**Teacher in charge of placements**

**Responsibilities:**

* In consultation with the Head Teacher and teaching staff complete the Birmingham City University Placement Opportunities Form, which will be sent into schools in the summer term for placements in the following academic year.
* Call BCU Partnership Team on 0121 331 7688 with any queries regarding placement opportunities with BCU.
* On confirmation of a placement inform all relevant staff, including teaching and office staff, and parents.
* Organise the trainee’s induction which will include:
	+ Child Protection, Safeguarding and Health and Safety Briefing
	+ Access to relevant policies including: Behaviour Management; SEND; Assessment, Marking and Feedback; Teaching and Learning; Core Subjects
	+ Overview of the school day including: school routines eg start and end of day, playtimes, lunchtime, assemblies, extra-curricular activities, meetings
	+ Overview of staff including roles and responsibilities
	+ Outline the school’s expectations including: time keeping, dress code, behaviour management, e safety, use of social media, planning
	+ Outline opportunities in school for trainees eg involvement in an extra-curricular activity, in CPD, access to excellent practice
	+ Discuss protocol in observing, shadowing teachers, including completing observation forms and trainee actions
	+ Share information about the context and ethos of the school and the school prospectus
	+ Share latest OFSTED report and the school’s priorities
	+ A tour of the school and the school’s facilities
* Support the class teacher as necessary, this may include: joint observation of trainee; extra support for trainees who are struggling; completing a short report for any trainee who withdraws or fails to complete school based training, detailing Ensure class teacher is informed about the dates for the School Briefing Sessions and the Moderation Meeting.

**Associate School Class teacher**

**Responsibilities:**

The class teacher is the trainee’s first point of reference during school based training.

Class teachers play a major role in the professional development of trainee teachers. They are responsible for welcoming them in to school life and will be their main source of support and guidance. The teacher will always be responsible for the class, although at times aspects of that responsibility may be delegated to the trainee once the trainee is competent to take this responsibility. In the event of the Class Teacher’s absence, another member of teaching staff should undertake responsibility for the trainee’s support.

**Responsibilities:**

* Read the School Based Training Guidance for the relevant school experience which will be sent to school when the trainee name is confirmed, these are also available at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships). The trainee will have a copy and your University Tutor will discuss this guidance with you.
* Attend the School Briefing and School Moderation Session for the relevant school experience, details of this will have been sent to your teacher in charge and can be downloaded at www.bcu.ac.uk/education/partnerships.

**Planning and Preparation Days:**

* During the planning and preparation days, trainees gather a range of information about the school and class as well as getting to know the children. They will be asking a variety of questions about the following aspects: Context of the school; drawing on Ofsted information, considering how they may support school with development priorities. Class teachers’ support and assistance with this will ensure an effective start for the trainee and for the children.
* The class teacher will need to identify groups that the trainee will plan for and teach, this planning will be personalised to the needs of the group. Learners who would benefit from one to one support should also be identified and their needs discussed so that trainees can plan to meet these needs. This teaching should start during the planning and preparation visits.
* Inform the trainee of the range of ability in the class and identify pupils with particular needs, identify effective assessment strategies.
* Inform the trainee of resources and materials available in school and give advice on the effective use and management of these
* Ensure that the trainee has opportunities to observe good practice in other classes and key stages.
* Ensure that the trainee has a range of teaching experiences including 1:1, small group and whole class
* Develop an appropriate teaching timetable for the trainee for the School Based Training, information is provided in The School Based Training Guidance available at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships) The trainee will also bring a copy into school and further copies are available from the University Tutor.
* Discuss trainee’s targets and generate strategies for in-school support, this will include arranging for the trainee to observe other colleagues in school.
* Ensure trainees have access (electronic or paper) to all relevant school policies.
* Provide trainees with school planning templates and medium/weekly plans.
* Trainees need to plan for all the sessions that they will be leading, trainees’ planning should be in line with school planning but will need to include all of the elements as directed by university subject teams.
* Support trainee’s planning and identification of subject knowledge needs and identify appropriate activities, resources, ideas available in school.
* Sign off the trainee’s planning and preparation in the School Based Training Booklet, if satisfactory to confirm the trainee is ready to start their School Based Training.
* If the class teacher feels that the trainee is not ready to start the practice, the University Tutor should be contacted immediately.
* Identify a schedule for Weekly Professional Development Meetings.
* Identify relevant staff meetings that should be attended.

**School Based Training Responsibilities:**

**Observation of Teaching**

* Negotiate with the University Tutor a schedule of lesson observations. Information about the number of observations are included in the School Based Training Guidance.
* The first observation must be undertaken within 7 working days of the start of the School Based Training.
* Carry out a joint observation with the University Tutor, where possible give verbal feedback jointly and both write individual feedback sheets.
* Observations should be focused on the impact of the trainee’s teaching on children’s learning.
* Formal observations should be recorded on the university’s observation form electronically. This can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships). Paper forms are also available which trainees can collect from the university and bring into school.
* Verbal feedback from the observation should be shared as soon as possible after the observation has taken place.
* Written feedback should be discussed to identify strengths, areas for development and strategies the trainee may use to enhance their professional practice. Feedback should include practice based examples of strengths and areas for improvement and be as detailed and clear as possible.

**Cause for Concern**

* If there is a Cause for Concern this should be clearly demarcated on the observation form against the relevant Teachers’ Standards and a ‘Cause for Concern’ form should be completed. (See previous advice)
* Inform the University Tutor via email about any trainee causing concern and record relevant information on the ‘Cause for Concern’ form.
* Trainees that are a cause for concern will not be demonstrating their understanding or application of the Teachers’ Standards at the appropriate level for their stage of training or will not be fully engaged or responding to advice and feedback.
* Ensure that the trainee understands which aspects of their practice they need to improve and the strategies and actions they need to employ to achieve this improvement.
* A Cause for Concern form will be written identifying the reasons for the concern, the targets, the support available and the date when the targets will be reviewed.
* Liaise closely with the University Tutor to ensure that appropriate support is available to meet the trainee’s needs.
* In the event of a trainee not completing school based training write a report detailing the reasons for non-completion and the support offered to the trainee.
* **If you have a cause for concern please complete a Cause for Concern form and email a copy to** [**education.partnerships@bcu.ac.uk**](file:///C%3A%5CUsers%5Cid114820%5CAppData%5CLocal%5CMicrosoft%5CWindows%5CTemporary%20Internet%20Files%5CContent.Outlook%5CK8B66KSR%5Ceducation.partnerships%40bcu.ac.uk) **and also to** **david.smith@bcu.ac.uk** **for BAQTS students and** **alison.pemberton@bcu.ac.uk** **for PGCE students.**

**Scheduled Meetings**

**The weekly Professional Development Discussion**

* Ensure you schedule a Weekly Professional Development Discussion during which there should be time to discuss the progress the trainee has made and targets for further development, these discussions may include:
* The trainee’s teaching programme, e.g. what opportunities have they had: to teach 1:1; small groups; whole class; which subjects/topics have they taught; to observe other teachers
* The trainee’s developing subject knowledge
* The effectiveness of the trainee’s planning and teaching on children’s learning and progress
* The consistency, effectiveness and the range of behaviour management strategies used
* The trainee’s effective use of formative assessment strategies
* How the trainee is meeting the needs of a range of learners
* The Formative Assessment Criteria will be used to inform discussions and trainees/class teachers will **underline** criteria which have been met
* Trainees should develop a good understanding of their progress through these meetings

**The Mid-point Review/Progress meeting**

* Attend the Review/Progress meeting at the mid-point of the school based training with the University Tutor. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements and use the Formative Assessment Criteria to inform discussions. Underline any further statements and consider progress against initial targets.
	+ In discussion with the University Tutor identify the trainee’s achievement against the Teachers’ Standards. This judgement is recorded in the School Based Training Booklet.
	+ Targets are negotiated and support needed identified.
* Discuss the trainee’s Professional Development Profile, including evidence collected and reflective comments, make contributions where appropriate and ratify the trainee’s comments.
	+ **For weaker trainees this meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.**

**The End Point Review/Progress meeting**

* Attend the Review/Progress meeting at the end of the school based training with the University Tutor. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements against identified targets and use the Formative Assessment Criteria to inform discussions.
	+ Formative Assessment Criteria will be highlighted to show all applicable statements related to the trainee’s achievements and be used to identify a grade.
	+ A report is written identifying strengths and areas for development.
* Trainees who are at the end of the course will be awarded a final grade. The University Tutor and the class teacher will use the Summative Assessment Report to identify the trainee’s final grade. This grade will be moderated at the whole cohort moderation. Schools will be informed if grades are changed as a result of the moderation process.
* Be prepared to accommodate visits by External Examiners and school visits as part of an OFSTED inspection.

**Associate School University Tutor**

The University Tutor will act as the representative of Birmingham City University in the school. The University Tutor will contact the school and arrange a school briefing and will be the named university representative for the school.

**Responsibilities:**

**During the Planning and Preparation Period**

* Contact the teacher in charge of placements at the start of each placement to brief them on the outcomes and expectations of the placement and arrange a schedule of meetings.
* Contact the class teacher to confirm schedule of meetings and maintain a telephone and/or email link.
* Where possible lead school based training briefing sessions in the school.
* Confirm that an appropriate teaching timetable, and support for preparation and planning, taking into account the trainee’s stage of training, has been arranged with the class teacher.
* Meet the trainee and monitor the School Based Training Booklet and File and provide feedback on preparation, planning, evaluation and assessment.
* Confirm that a schedule of Weekly Professional Development Discussion have been negotiated.
* Negotiate schedule of formal observations of the trainee teaching with the class teacher, ensure that the first observations is within 7 working days of the start of the school based training.

**Observation of Teaching**

* Carry out a joint observation with the class teacher, where possible give verbal feedback jointly and both write individual feedback sheets.
* Quality assure lesson observations and feedback through joint observations with school colleagues, at least once during each school based training.
* Quality assure lesson observations and feedback through joint observation with a university colleague, at least once during each school year.
* Observations should be focused on the impact of the trainee’s teaching on children’s learning.
* Formal observations should be recorded on the university’s observation form electronically. This can be downloaded from the Documentation tab at [www.bcu.ac.uk/education/partnerships](http://www.bcu.ac.uk/education/partnerships) or accessed through ‘Form Connect’
* Verbal feedback from the observation should be shared as soon as possible after the observation has taken place.
* Written feedback should be discussed to identify strengths, areas for development and strategies the trainee may use to enhance their professional practice. Feedback should include practice based examples of strengths and areas for improvement and be as detailed and clear as possible. Written feedback should be sent to trainees within 48 hours of the observation.
* Discuss the trainee’s Professional Development Profile, including evidence collected and reflective comments, make contributions where appropriate.
* Monitor and supervise students’ development on school based training of:
	+ TS 4 Planning and teaching
	+ TS 7 Behaviour management
	+ TS 6 Effective use of assessment
	+ TS 3 Subject and curriculum knowledge
	+ TS 2 Accountability for pupils’ progress
	+ TS 5 Teaching and learning strategies to meet the needs of all learners
	+ TS 8 & 1 Professional responsibility
	+ Part 2 of the Teachers’ Standards
	+ Professional Development Profile (PDP)
* Assess students against the current statutory criteria for the award of QTS.
* Monitor the progress of students on school based training, liaise closely with the class teacher and ensure that interventions are timely and appropriate.

**Cause for Concern**

* Contact the class teacher as soon as possible after they have informed you of a trainee that is a cause for concern.
* Trainees that are a cause for concern will not be demonstrating their understanding or application of the Teachers’ Standards at the appropriate level for their stage of training or will not be fully engaged or responding to advice and feedback.
* Ensure that the trainee understands which aspects of their practice they need to improve and the strategies and actions they need to employ to achieve this improvement.
* A Cause for Concern form will be written identifying the reasons for the concern, the targets, the support available and the date when the targets will be reviewed.
* Inform the Deputy Programme Leader of the relevant course of trainees causing a concern and agree intervention plans and strategies as appropriate.
* Liaise closely with the class teacher to ensure that appropriate support is available to meet the trainee’s needs.
* When necessary arrange additional visits to school to ensure that the trainee makes appropriate progress.
* In the event of a trainee not completing school based training write a report detailing the reasons for non-completion and the support offered to the trainee.

**Scheduled Meetings**

**The Mid-point Review/Progress meeting**

* Lead the Review/Progress meeting at the mid-point of the school based training with the class teacher. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements and use the Formative Assessment Criteria to inform discussions. Underline any further statements and consider progress against initial targets.
	+ In discussion with the class teacher identify the trainee’s achievement against the Teachers’ Standards. This judgement is recorded in the School Based Training Booklet.
	+ Targets are negotiated and support needed identified.
	+ **For weaker trainees this meeting should be carried out slightly earlier than the actual midpoint date to enable the trainee maximum time to implement strategies and enhance their potential to succeed.**
* Ensure the trainee has the appropriate support to continue to improve their practice.

**The End Point Review/Progress meeting**

* Lead the Review/Progress meeting at the end of the school based training with the class teacher. This meeting is an essential element of the trainee’s formative assessment:
	+ Review progress and achievements against identified targets and use the Formative Assessment Criteria to inform discussions.
	+ Formative Assessment Criteria will be highlighted to show all applicable statements related to the trainee’s achievements and be used to identify a grade.
	+ A report is written identifying strengths and areas for development.
* Trainees who are at the end of the course will be awarded a final grade. The University Tutor and the class teacher will use the Summative Assessment Report to identify the trainee’s final grade.
* This grade will be moderated at the whole cohort moderation. Schools will be informed is grades are changed as a result of the moderation process.
* Where possible lead an in school moderation session.

**Additional responsibilities**

* During whole cohort moderation meetings refine trainees’ grades to enable cohort/group tracking and monitoring of progress.
* Quality assure and moderate assessment judgements made in school against the current statutory assessment criteria for the award of QTS.
* Evaluate the school based training with the school and the trainee.
* Assist in the organisation of visits by External Examiners and school visits as part of an OFSTED inspection.
* Meet with the trainee at the end of the school based training to discuss and evaluate progress and to sign School Based Training Booklet.
* Attend training meetings.