



ITE Partnership Handbook: 2020-21

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Dear School Partners,

I appreciate that this is a very difficult time for your school communities and can assure you that our team at BCU will continue to work flexibly and supportively to secure the best possible outcomes for your pupils as well as our students over the coming year.

I would like to take this opportunity to thank everyone in your school for their contribution to ITE at BCU. The high standard of support that our trainees receive in your schools is reflective of our shared vision for excellence and we are looking forward to developing this further as we continue to work with you in 2020/21.

BCU trainee teachers attain QTS through a range of routes: Undergraduate, Post-graduate Core (led by the BCU team who facilitate and fund partnerships with supportive school / college partners across the region), Postgraduate School Direct (delivered in partnership with a lead school who arrange School Based Training in their consortium) and postgraduate SCITTs (who lead their own course and use BCU modules for accreditation purposes).

We are delighted to see that so many of our PGCE Secondary trainees are staying in the region following completion of their training and finding NQT posts with you. This is a real strength of our partnership and we are very proud to be working with you to train the next generation of secondary and post compulsory teachers. It is fantastic to visit schools and colleges and see so many of our former trainees working as teachers, middle leaders and senior leaders and really making a difference to the quality of secondary and post compulsory education across our region.

From our campus in Edgbaston, trainees and tutors enjoy bespoke facilities that further enhance the secondary teaching courses we offer. Those of you who have worked with us in previous years will know that the range of subjects offered by Birmingham City University include Art and Design, Computer Science, Design Technology (Food, Product Design and Textiles), Drama, English, Geography, History, Mathematics, Music, PE, Religious Education, Biology, Chemistry and Physics. Colleagues who are new to the Partnership are welcome to discuss with us any requirements for offering subject placements. Please contact in the first instance the BCU Strategic Lead for Secondary Partnerships and our Programme Leads (contact details provided in this document).

We are committed to developing effective and strategic teacher training partnerships. We celebrate and highly value our partner schools and colleges within our provision. We offer a range of CPD opportunities to partners; including a range of subject hubs, accredited mentor training, support for Early Career Teachers and even the chance to contribute to the design and delivery of our ITE curriculum through our Strategic Partnership Committees. We advertise all partnership events in monthly newsletters, which are found on our partnership webpages.

Please take some time to look at this pack and to consider the ways in which you can continue to work with us during the next academic year?

Karen McGrath
Head of Department: Secondary and PCET

Amanda Brougham
Strategic Lead for Secondary
Partnerships

Contact Details

The PGCE Team:

You first ports of call regarding the PGCE Secondary teacher training partnership are:

Kelly Davey Nicklin

PGCE Secondary Course Leader
0121 331 5176
Kelly.DaveyNicklin@bcu.ac.uk

Kelly is programme lead for the PGCE secondary programme. She oversees the curriculum and operation of the course. She also monitors the overall progress of trainees on the course.

Amanda Brougham

PGCE Academic Lead for Secondary and Post Compulsory Partnerships
0121 202 8558
Amanda.Brougham@bcu.ac.uk

Amanda leads on developing and managing strategic partnerships for the secondary and post compulsory courses. She works closely with school partners, ensuring that the programme meets their needs as well as those of our trainee teachers.

Education Partnership Team

0121 331 7150
education.partnerships@bcu.ac.uk

Our secondary education Partnerships Team manages the administration elements of the programme. A key element of their work is in sourcing placements and managing payments for partner schools.

SECONDARY SUBJECT LEADS

For reference and contact during periods of school experience.

Please visit our Partnerships webpage for any updates to staffing during the academic year.

Peter Carr

PGCE Secondary Art and Design
Subject Leader
0121 331 5156
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Christine Swan

PGCE Secondary
Computer Science Tutor
Christine.Swan@bcu.ac.uk

Dr Chris Bolton

PGCE Secondary Drama
Subject Leader
0121 331 7323
Christopher.Bolton@bcu.ac.uk

Fiona Darby

PGCE Secondary English
Subject Leader
0121 331 7736
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Tracey Goodyere

PGCE Secondary Design and Technology Subject Leader
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Paul Sanders

PGCE Secondary Geography
Subject Leader
0121 331 6610
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Helen Elliott

PGCE Secondary History
Subject Leader
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Don Newton

PGCE Secondary Mathematics
Subject Leader
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Gary Spruce

PGCE Secondary Music
Subject Leader
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Kerasia Lefkadiou

PGCE Secondary MFL
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Will Swaites

PGCE Secondary PE
Subject Leader
0121 331 5541
Willian.Swaites@bcu.ac.uk

Jennifer Whitford

PGCE Secondary Religious Education
Subject Leader
0121 331 7614
Jennifer.Whitford@bcu.ac.uk

Kerry Taylor

PGCE Secondary Science
Subject Leader
0121 331 7197
Kerry.Taylor@bcu.ac.uk

Undergraduate contacts:

Name	Role	Contact
Grant Huddleston	Course Lead for BA/BSc Secondary Education with QTS Subject Lead for Secondary Physical Education	0121 331 5541 Grant.Huddleston@bcu.ac.uk
Christine Swan	Subject Lead for Secondary Computing	Christine.swan@bcu.ac.uk
Helen Thomas	Subject Lead for Secondary Science (Biology)	Helen.Thomas@bcu.ac.uk
Amanda Brougham	Academic Lead for Secondary ITE Partnerships	Amanda.Brougham@bcu.ac.uk
Dariusz Uzarewicz	Partnership Administrator	0121 331 7150 Dariusz.Uzarewicz@bcu.ac.uk

Partnership Subject Mentor Representatives:

The subject mentors listed below are regular attendees at our termly Strategic Partnership Committees and are happy to discuss aspects of the partnership at this forum. Feel free to contact them with any comments you wish to share with the BCU team at the next committee meeting.

Mentor Representatives	Title	Email
Steve Sharp	Art and Design SM – Pegasus Academy	ssharp@pegasusacademy.org.uk
Gail Wilding	Art and Design SM – Bartley Green	gail.wilding@bartleygreen.org.uk
Adam Hamflett	Computer Studies - UoB School	A.Hamflett@uobschool.org.uk
Ed Lee	Drama SM – RSA Tipton	Lee.e@rsaacademy.org.uk
Ros Benton	DT SM – Broadway Academy	r.benton@broadway-academy.co.uk
Neeloufar Hanif	English SM – George Dixon Academy	n.hanif@georgedixonacademy.com
Thanh Nyugen	Geography - Lyndon School	Thanh.Nguyen@lyndon.org.uk
Alex Ireland	History - Higham Lane School	Alreland@highamlaneschool.co.uk
Hassan Khattak	Maths SM – Erdington Academy	sthk@broadway-academy.co.uk
Vanessa Ballinger	Maths SM – Smiths Wood Academy	s215VBallinger@smiths-wood.solihull.sch.uk
Darren Taylor	Music SM	taylord@hamsteadhall.com
Charis Hart	PE SM	c.hart@lordswoodtrust.co.uk
Aamir Nore	RE SM - Ark Victoria	a.nore@arkvictoria.org
Simon Ross	Science SM - Cheslyn Hay	sross@cheslynhay.windsoracademytrust.org.uk
	Chair of the Committee	
Tom Lingard (Chair)	Kings High School Wolverhampton	t.lingard@knbs.co.uk

The BCU Trainee Teacher



WHAT TO EXPECT FROM A BCU TRAINEE TEACHER

A BCU trainee teacher will have signed a commitment to uphold professional conduct when on the PGCE course – you can view this agreement online at: www.bcu.ac.uk/secondary-partnerships.

In addition, trainees will be guided throughout the BCU PGCE course to embody our three professional core values: committed, creative, and confident. As a school, supporting teacher training in partnership with BCU, you can expect to work with individuals who are:

Committed to:

- Being outstanding teachers
- Creating a vibrant learning environment in which all learners will thrive
- Addressing the needs of all learners and their communities
- Taking responsibility for 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 leaders 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

Moreover, we guide trainees to work towards their QTS status in the spirit of authentic and effective collaboration. **We believe that through collaboration we can equip beginning teachers to be prepared to manage the complexity of demands faced within the profession.**

Partnership agreement

Birmingham City University School of Education and Social Work (“BCU SoESW”)

Initial Teacher Education Partnership Agreement 2020-21

EXECUTIVE SUMMARY

The purpose of this Partnership Agreement is to set out management structures, roles responsibilities and expectations in relation to the BCU SoESW Initial Teacher Education Partnership (“ITE Partnership”) between Birmingham City University and its training partners and to set out the terms upon which this Partnership will be delivered.

Schools, colleges and settings play a significant, and often leading, role in the design and delivery of training provision, from selection and recruitment, through delivery and training, to the assessment of trainees for the recommendation of QTS or QTLS.

This partnership agreement seeks to be a clear, working document that can be used to guide and inform the contributions of each partner and help to support coherent arrangements across the various contexts in which the training takes place. The partnership agreement will be adopted and used for communication between all partners for the co-ordination of initial teacher training.

The BCU SoESW has a long tradition of working in partnership with schools, colleges and settings across the West Midlands to provide high quality initial teacher education. The management and delivery of the programmes is governed by the current ITT Criteria and the relevant professional standards.

The ITE Partnership is committed to equipping the next generation of teachers to be outstanding practitioners and believes that this is only possible through a close collaboration between schools, settings, colleges and universities. All partners have a responsibility for ensuring that the training and professional development provided is relevant and meets the needs of individuals and the changing needs of the profession.

The ITE Partnership shares the responsibility for ensuring the consistency of ITE in enabling trainee teachers to develop as reflective practitioners whose positive impact on learners in diverse settings is evident.

The ITE Partnership aspires for all trainees to become outstanding teachers. We educate the next generation of teachers to the highest standards so that the teachers we train are critical and reflective practitioners, able to use their skills, knowledge and understanding to enhance learners’ outcomes in the widest range of diverse learning environments.

The Partnership Agreement outlines the expectations 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 learners 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

ITE in the Birmingham City University Partnership. The roles and responsibilities of the University are listed in Schedule 1, the roles and responsibilities of the Partner are listed in Schedule 2, the Partnership Handbook is listed in Schedule 3 and for School Direct Lead Schools only, the School Direct Financial Agreement is listed at Schedule 4.

The Agreement has a duration of 5 years but either party can terminate on 3 months written notice or earlier for material breach or insolvency.

The Agreement will be terminated if a school, college or setting is deselected from the Partnership.

The Agreement is subject to English Law and contains reciprocal clauses relating to Data Protection, Confidentiality, Anti-Bribery and FOIA/EIR. Any Intellectual Property Rights (IPR) in the materials and services provided by each Party shall belong to the Party providing the same.

Signed for and on behalf of Birmingham City University

Name signed

Name printed

Kevin Mattinson

Position

Head of School of Education
and Social Work

Dated

Signed for and on behalf of [Partner]

Name signed

Name printed

Position

Dated

THIS PARTNERSHIP AGREEMENT is made on [INSERT DATE]

BETWEEN:

(1) BIRMINGHAM CITY UNIVERSITY of 15 Bartholomew Row, Birmingham, B5 5JU ("the University"); and

(2) [PARTY] of [Address] (the "Partner").

together the "Parties" or separately a "Party".

1. Purpose

1.1. The purpose of this Agreement is to set out the terms on which the Parties agree to deliver initial teacher education, as described in this Agreement.

1.2. Both Parties recognise and agree to the following principles to underpin this Agreement:

1.2.1. the arrangement between the University and the Partner works to equip trainee teachers with the knowledge, skills and experience to meet the relevant professional standards. Trainees will be supported to understand and apply the links between theory and practice which underpin the profession and will become effective practitioners, able to reflect on their teaching and plan their individual professional development in order to meet the relevant professional standards;

1.2.2. the University and Partner are jointly responsible for determining the individual progress and attainment of each trainee and ensuring all of the relevant professional standards have been fully met;

1.2.3. the University will ensure that all module marks are collated for the Module and Progress Boards;

1.2.4. the University will recommend successful trainees for QTS or QTLS to the DfE.

1.3. School, college and settings colleagues and University tutors guide the development of each trainee's progress in accordance with the schedules set out in this agreement.

1.4. Head teachers/Principals and school, college and settings colleagues work in partnership with the university to recruit, select, train and assess trainee teachers, through a range of activities to include membership of the Strategic Leadership Groups, representation at interviews, working in partnership to design and deliver training and assessment.

2. Commencement and Duration

2.1. This agreement shall commence on the date set out at the head of the Agreement and continue for a period of five (5) years unless terminated earlier by either Party in accordance with its terms or as agreed by the Parties in writing.

3. Process Overview / Responsibilities

3.1. The Trainee will commence his/her training with the Partner on such dates as are agreed between the Parties at the Partner's premises ("**Premises**").

- 3.2. The University shall supply those services and shall undertake those responsibilities set out at Schedule 1.
- 3.3. The Partner shall supply those services and shall undertake those responsibilities set out at Schedule 2.
- 3.4. The Parties will comply with the University's Academic Regulations in respect of the conduct and delivery of this Agreement and its subject matter.
- 3.5. The Partner will supply such information as requested by the University in respect of any audit relating to this Agreement or as required by any Professional, Statutory and Regulatory Bodies to which the University is subject or as specified in the Partnership Handbook.
- 3.6. Any promotional material/activity which includes reference to the other Party (e.g. use of the other Party's name and/or logo) must be sent to the other Party for consideration and prior written approval prior to any use of such material/activity. No references to the other Party can be made without such written approval.
- 3.7. Both parties agree to comply with the relevant recruitment and training criteria as up-dated by the DfE from time to time.

Data Protection

4. Both Parties confirm that they:

- 4.1. shall comply with their obligations and duties under the Data Protection Act 2018 , ("the **2018 Act**") the EU Data Protection Directive 95/46/EC and to the extent applicable from 25 May 2018 the GDPR. The Parties will process personal data solely for the purpose of the Agreement and in the manner specified by a Data Controller in writing except with the express prior written consent of the Data Controller;
- 4.2. ensure that each of its employees, agents and subcontractors are made aware of its obligations under this Agreement with regard to the security and protection of the data and will require that they enter into binding obligations with a Data Processor in order to maintain the levels of security and protection provided for in this Agreement;
- 4.3. will not divulge the data whether directly or indirectly to any person, firm or company or otherwise without the express prior written consent of a Data Controller except to those of its employees, agents and subcontractors who are engaged in the processing of the data and are subject to the binding obligations referred to in this Agreement or except as may be required by any law or regulation;
- 4.4. will ensure by written contract that any agent or subcontractor appointed by a Data Processor to process data provides a Data Processor with a plan of the technical and organisational means it has adopted to prevent unauthorised or unlawful processing or accidental loss or destruction of the data and confirms to a Data Processor the implementation of those means;
- 4.5. will in the event that any personal data in the possession of a Party for which the other Party is the Data Controller becomes compromised, lost, corrupted or rendered unusable for any reason, this must immediately be reported to the other Party with a full report as to the circumstances; and
- 4.6. obtain the consent of trainees and prospective trainees to the transfer of their personal information and Personal Data between the Parties, to enable the Parties to exercise their responsibilities under this Agreement, including but not limited to admissions information and assessment data.

5. Each Party shall comply with their respective obligations in the Partnership Handbook at Schedule 3.
6. For the avoidance of doubt, it is agreed that the intellectual property rights (“**IPR**”) in the materials and services provided by each Party shall belong to the Party providing the same and (save for a non transferrable, non-exclusive license to use the IPR in those materials and services to the extent necessary to perform its obligations under this Agreement) neither Party shall obtain or acquire any rights in respect of these or any other IPR of the other Party or in the goodwill associated therewith.
7. The University agrees that the Partner may copy and use the materials supplied by the University (“**University Materials**”) and any names, logos and images supplied by the University (“**University Brand**”) for the purposes only of performing the Partner’s obligations under this Agreement. The Partner agrees that its use of the University Materials and University Brand is in accordance with any usage guidelines and other regulations stipulated by the University from time to time and that this right does not include the right to sub-license.
8. Each Party (the “**Receiving Party**”) agrees not to use the other’s Confidential Information (which means information labelled as such or which is clearly confidential by its nature, relating to materials or services under this Agreement) for its own purposes or to disclose it to anyone else otherwise than as needed for carrying out its obligations under this Agreement. This prohibition does not cover: (i) information already in the public domain at the time of its communication to the Receiving Party (or that subsequently enters the public domain other than through breach of this Agreement by the Receiving Party), or (ii) information that the Receiving Party is required to disclose by law, regulation or order of a competent authority, or (iii) information that the Receiving Party legitimately had in its possession without any restriction on disclosure before communication to it by the other party .
9. Each Party acknowledges that the other Party is subject to the requirements of the Freedom of Information Act 2000 (as amended from time to time) (the “**FOIA**”) and the Environmental Information Regulations 2004 (“the **EIR**”) and each Party shall assist and co-operate with the other Party (on request and at each Party’s own expense) to enable the other Party to comply with the information disclosure requirements imposed on them by the FOIA and the EIR.
10. Each of the Partner’s professional staff (as applicable) shall be covered by professional indemnity insurance. The Partner shall ensure it holds sufficient levels of public liability insurance, employers’ liability insurance and any other insurance that may be relevant at all times during the School Experience and for all Premises used for the School Experience, whether owned or controlled or for the time being in use by the Partner.
11. The Partner shall indemnify the University against all costs, claims or liabilities, howsoever arising, which may arise from negligent acts or omissions by its employees, agents, consultants and the trainees during the course of the School Experience or in any way related to this Agreement or the subject matter thereof.
12. In the event of any incidences involving University staff and/or Trainees, either during or in relation to the School Experience or at any time while attending at the Premises and/or undertaking work on behalf of the Partner, the Partner’s employer’s liability insurance and public liability insurance shall be relied upon and the Partner shall ensure that such policies also cover such University staff and Trainees.
13. The Partner shall maintain all such insurances described in this Agreement in force, at their own expense, for the duration of this Agreement, and for a minimum period of 6 years following termination of this Agreement. Such policies must be available for inspection by the University upon request.



14. Either Party may terminate this Agreement by serving not less than three calendar (3) months' written notice of termination on the other Party. The agreement can be terminated immediately if a school, college or setting is deselected in accordance with the current statutory initial teacher training criteria.
15. Notwithstanding the provision of clause 14 above, either Party shall have the right to terminate the Agreement forthwith in the event that the other Party is in material breach of any of its obligations save that in the case of any breach which is capable of being rectified, then such termination will not arise until notice has been served on the defaulting Party requiring the alleged breach to be rectified, and the same has failed to rectify it within 30 calendar days of receipt of such notice.
16. Either Party may terminate this Agreement forthwith upon written notice in the event the other Party is or threatens to be dissolved, disbanded or become bankrupt or go into liquidation whether voluntary or compulsory (other than for the purpose of an amalgamation or reconstruction) or make a composition or arrangement with any of its creditors or have an administrative receiver, receiver or administrator appointed over all or part of its assets or suffer any similar action in consequence of any debt or have the whole or any part of its powers superseded or curtailed by any governing body.
17. Upon termination for any reason:
 - (i) both Parties shall honour any outstanding obligations due to the other in respect of Trainees undertaking the School Experience with the Partner at the date of termination; and,
 - (ii) each Party shall cease to use any of the intellectual property of the other, including but not limited to the name and/or logo of the other Party;
18. The provisions of this Agreement which expressly or by implication are intended to come into or remain in force on or after its termination shall remain in full force and effect, including without limitation clauses 3.5, 3.6, 4, 5, 8, 9, 11, 13, 18, 19, 25-29 (inclusive), 32, 34, 37 and 38. Termination of this Agreement shall not affect the accrued rights, remedies, obligations or liabilities of either Party existing at termination.
19. The Parties will attempt in good faith to resolve any dispute or claim arising out of or relating to the Agreement promptly through negotiation between their authorised representatives.
20. Each Party shall at all times:
 - (i) comply with all applicable laws, statute, regulations and codes relating to anti-bribery and anti-corruption, including but not limited to the Bribery Act 2010; and
 - (ii) comply with the University's anti-bribery and anti-corruption policies as published from time to time; and
 - (iii) notify the other Party immediately if it becomes aware of a breach or possible breach of any requirement of this clause 20.
21. Each Party shall not, and, shall use reasonable endeavours to ensure that, its employees, contractors and agents shall not, discriminate directly or indirectly against any person on the basis of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation.
22. Each Party shall, and, shall use reasonable endeavours to ensure that, its employees, contractors and agents shall, at all times comply with and act in a way which is compatible with the Equality Act 2010 and the equality duty imposed by that Act, as well as the Special Educational Needs and Disability Act (2001).
23. Each Party shall, and, shall use reasonable endeavours to ensure that, its employees, contractors and agents shall, at all times comply with and act in a way which is compatible with the Human Rights Act 1998.

24. Each Party agrees to comply with the University's health and safety policy, and any applicable corresponding health and safety policy of the Partner. The Partner agrees to notify the University immediately upon the occurrence of any incident which may need to be notified by the University to its insurers and any injury to any person or any loss of or damage to property which occurred during the provision of the services where there is any possibility the University could be liable in whole or in part.
25. In the event of any Trainee academic or non-academic misconduct, the Partner agrees it shall comply with the University's relevant policy and regulation and shall cooperate fully with the University in relation to the process implemented by the University.
26. Save as provided in Clause 11 neither the Party shall be liable for any loss of profit, loss of business, loss of goodwill, loss of savings, claims by third parties, loss of anticipated savings, indirect loss or any other form of consequential loss whatsoever and howsoever caused arising from any discussion, actions taken in reliance on this Agreement.
27. Subject to Clause 28 and save where limitation is prohibited by law, the University's total liability for any claims, losses, damages or expenses whatsoever and howsoever caused shall be limited to the value of the fees paid under the Agreement during the twelve (12) months preceding the date of the event which gave rise to the claim or series of linked events.
28. Nothing in this Agreement limits or excludes either Party's liability for death or personal injury resulting from negligence or any fraud or for any sort of other liability which, by law, cannot be limited or excluded.
29. If any provision of this Agreement shall be held to be unlawful, invalid or unenforceable, in whole or in part, under any enactment or rule of law, such provision or part shall to that extent be severed from this Agreement and rendered ineffective as far as possible without modifying or affecting the legality, validity or enforceability of the remaining provisions of this Agreement which will remain in full force and effect.
30. This Agreement may not be assigned by either Party without the prior written agreement of the other Party.
31. Neither Party shall have any right, power or authority to create any obligation express or implied on behalf of the other.
32. Neither of the Parties to this Agreement shall be responsible to the other Party for any delay in performance or non-performance due to force majeure, but the affected Party shall promptly upon occurrence of any such causes inform the other Party, stating that such cause has delayed or prevented its performance hereunder and thereafter such Party shall take all action within its power to comply with the terms of this Agreement as fully and promptly as possible
33. No variation of this Agreement shall be binding unless it is in writing and signed by authorised representatives of both Parties.
34. Any notice required to be given under this Agreement should be addressed in writing to the relevant Party at the address given at the head of this Agreement and either personally delivered, sent by first class post or sent by facsimile. Service by email is not permitted.
35. No failure, delay or omission by either Party in exercising any right, power or remedy provided by law or under this Agreement shall operate as a waiver of that right, power or remedy, nor shall it preclude or restrict any future exercise of that or any other right, power or remedy.
36. UK Visas and Immigration ("UKVI") Requirements:



- 36.1. The University will advise the Partner if the Trainee is a non-EU student, in which case, all of the Trainees, the Partner and the University shall comply with the requirements of the UKVI;
- 36.2. The University will agree with the Partner the duration of School Experience for each Trainee. The Partner shall ensure that such duration of School Experience for each Trainee at its Premises is as agreed by the University and is no longer or shorter without prior agreement with the University, noting this is particularly key for non-EU students who are subject to UKVI requirements;
- 36.3. In the event that a Trainee is a non-EU student, the Partner shall:
- (a) support the University in fulfilling its UKVI sponsor duties by ensuring that the School Experience offered for a non-EU student is in compliance with the conditions specified on the student's visa or biometric residence permit and any other applicable UKVI requirements; and
 - (b) notify the University immediately of any change of the Trainee's status or any unauthorised absences (where only absences agreed by the Partner and the University should be deemed to be authorised) by the Trainee of more than 3 working days; and
 - (c) agree to ensure that if the Partner does employ the student (if a non- EU student) at any time to carry out any work outside the School Experience while s/he is registered with the University, that the Partner shall abide fully with the UKVI regulations, paying particular attention to the maximum permitted hours that the Trainee may be employed; and
 - (d) the Partner is advised and acknowledges that no Trainee is permitted to work more than 20 hours per week during Term Time if the work does not form part of the course of the Trainee's study at the University. It is always the responsibility of the Partner to check and confirm with the University regarding the duration of Term Time and/or the status of a non-EU student should it wish to offer such student any work outside the School Experience when he/she is registered with the University. In any event, the Partner is recommended to check the UKVI website for the guidance for employers. For the purpose of this Agreement, "**Term Time**" means the duration of the University's Autumn, Spring and/or Summer Terms, as set out in more detail on the University's website, for each Academic Year, as amended from time to time.
37. Each Party shall at all times take all reasonable steps to minimise and mitigate any loss for which the relevant Party is entitled to bring a claim against the other Party pursuant to this Agreement.
38. This Agreement will be governed by and interpreted in accordance with English Law and shall be subject to the exclusive jurisdiction of the Courts of England and Wales.
39. This Agreement may be executed in any number of counterparts each of which when executed and delivered shall be original, but all counterparts together shall constitute one and the same instrument.

Partnership Responsibilities

Schedule 1 - Responsibilities of the University

1. Responsibilities

The responsibility of training teachers is shared between the University and schools, colleges, settings and other partner institutions. In this relationship, the University hereby agrees that it shall:

- 1.1. Ensure that all trainees have met the current entry criteria;
- 1.2. Ensure all trainees have been subject to a rigorous selection process designed to assess their suitability to teach and to ensure that they have the health and physical capacity to teach;
- 1.3. In collaboration with partners conduct a high quality, open and transparent recruitment, selection and interview process;
- 1.4. Ensure all trainees have been subject to the appropriate pre-selection checks and confirm in writing to partners that a non-salaried trainee's checks have been completed and that the individual has been judged by the University to be suitable to work with children. In the case of salaried routes, the responsibility lies with the employer to ensure that these checks have been carried out;
- 1.5. Confirm in writing to partners that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children and vulnerable adults;
- 1.6. Establish clear safeguarding procedures and protocols that are agreed by all partners to include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an ITT programme.
- 1.7. Ensure that the programmes: are flexible and able to meet the needs of every trainee; are designed and delivered to offer trainees specialist subject training to develop the necessary knowledge and understanding of their subjects and related pedagogy to enable them to teach across the full age and ability range of training; prepare trainees for school experience to include an understanding of child protection policies, safeguarding expectations, and staff code of conduct expectations;
- 1.8. Be accountable for all assessment judgements and recommendations and ensure that assessment procedures are rigorous and robust and will ensure consistent and accurate judgements and that assessment moderation and standardisation procedures are robust and all recommendations for an award are secure;

- 1.9. Ensure that up-to-date and relevant research is integral to the design, content and delivery of all programmes and that trainees are able to apply research evidence to all aspects of their teaching;
- 1.10. Ensure that all trainees are trained and prepared to teach within a specified age phase and that the programme design and trainees' time in at least two schools will ensure they are fully prepared to teach across the specified age range;
- 1.11. Ensure that training programmes are designed to provide trainees with sufficient time being trained in schools, early years and/or further education settings to enable them to demonstrate that they have met all the standards for QTS or QTLS and that time spent in schools, early years and/or further education settings is part of a coherent training programme;
- 1.12. Ensure: that partner schools, early years and further education settings have the capacity to undertake their responsibilities for trainee teachers; that where a school, early years or further education setting is unable to undertake these responsibilities the university will ensure that a trainee is not disadvantaged; that when required a school, early years or further education setting is de-selected from the partnership; that a school, early years or further education setting can apply to re-join the partnership;
- 1.13. Ensure that each trainee has taught in at least two schools to provide a variety of experience in schools to enable trainees to meet all the current standards;
- 1.14. Ensure that the management structure ensures the effective operation of the training programmes and that the programmes comply with the current criteria and provide the opportunity for trainees to demonstrate they meet all of the current standards.
- 1.15. Ensure that the management structure provides for partners to be actively involved in: the design, delivery and management of the programmes to include collaboration in the development, review, improvement and delivery of programmes; the design, the planning of content and the delivery of new programmes; membership of Strategic Leadership Groups;
- 1.16. Ensure that effective procedures for communication between the partners are well established, to include an identified Link Tutor for every partner institution to provide: programme information, school experience briefings, moderation and standardisation of assessment support; mentor training; additional support with intervention procedures when trainees require them or are identified as not making the required progress; to facilitate participation in programme management, selection and interview processes, design and delivery of programmes; course documents that are accessible and not overly burdensome; that partner contacts are updated so that relevant information is shared;
- 1.17. Ensure that all mentors have access to up to date training either at the partner institution or at the University;
- 1.18. Ensure that the partnership provision complies with the current criteria and legislation to include: Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) Education (Specified Work) (England) Regulations 2012 (SI 762); Equality Act 2010; Data Protection Act 2018; Freedom of Information Act 2000; the Prevent Duty guidance; Competition and Markets Authority's consumer law advice for undergraduates;

- 1.19. Ensure that: all aspects of provision are rigorously monitored, evaluated and moderated to secure improvements in the quality of training and the assessment of trainees; external examiners have relevant expertise and experience to enable them to ensure consistency of standards across, as well as within, ITT partnerships and that all recommendations made will be taken into account when programmes are reviewed;
- 1.20. Ensure that a variety of data will be analysed and collected to inform the evaluations of the effectiveness of training to include: trainees' evaluations of university sessions, placement experience, how individual needs are met; placement mentors, teachers and senior leaders perceptions of the effectiveness of training to meet the needs of the trainees, learners and placement providers; tutors' evaluations of the effectiveness of the training to meet the needs of the trainees, learners and placement providers; former trainees, induction tutors and employing institutions' evaluations of the effectiveness of the training to meet the needs of the trainees, learners and placement providers; feedback from Ofsted or DfE; internal moderation processes;
- 1.21. Ensure that School Direct Salaried trainees are: employed as unqualified teachers and paid in accordance with at least the minimum of the unqualified teacher pay range for the period of training; will not be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher;
- 1.22. Ensure that each partner, not including School Direct Lead Schools, is paid the agreed sum per trainee as set out in the placement letter.
- 1.23. Ensure that each School Direct Lead School is paid the agreed sum per trainee as set out in Schedule 4.

Schedule 2 - Responsibilities of the Partner

1 Responsibilities

The responsibility of training teachers is shared between the University and the schools, colleges, settings and other partner institutions. In this relationship, the Partner hereby agrees that it shall:

- 1.1. Be a full partner in the initial training of teachers, with the capacity to support the development of trainee teachers;
- 1.2. Ensure that identified staff have responsibility for the quality and delivery of effective initial teacher training within the school, college or setting;
- 1.3. Ensure that relevant staff are actively involved: in the design, delivery and management of the programmes to include collaboration in the development, review, improvement and delivery of programmes; the design, the planning of content and the delivery of new programmes; membership of Strategic Leadership Groups; delivery of training;
- 1.4. Ensure that staff are able to participate in the high quality, open and transparent recruitment, selection and interview process for trainee teachers;

- 1.5. Ensure that relevant staff are able to participate in agreeing clear safeguarding procedures and protocols to include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an ITT programme;
- 1.6. For non-salaried trainees, recognise that the university will confirm in writing that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged to be suitable to work with children and vulnerable adults and that providers are not required to provide any information to schools in addition to this confirmation;
- 1.7. For salaried trainees only, ensure that criminal records checks and children's barred list information checks have been completed and considered and confirm in writing to the university that these have been completed and that the individual has been judged to be suitable to work with children and vulnerable adults;
- 1.8. Ensure that School Direct salaried trainees are: employed as unqualified teachers and paid in accordance with at least the minimum of the unqualified teacher pay range for the period of training; will not be required to perform more than 90 per cent of the teaching duties normally required of a full-time qualified teacher;
- 1.9. Ensure that identified staff work closely with Link Tutors and programme leaders to establish effective procedures for communication between the partners and the university;
- 1.10. Ensure that identified staff attend school experience briefings, moderation and standardisation of assessment meetings and mentor training meetings;
- 1.11. Ensure that identified staff work closely with Link Tutors and programme leaders to identify trainees not making the required progress or who need additional support and identify and support the delivery of intervention procedures and complete the necessary documentation required to support these procedures;
- 1.12. Ensure that identified staff are able to participate in programme management, selection and interview processes, design and delivery of programmes, the production of course documents that are accessible and not overly burdensome;
- 1.13. Ensure that contact details and relevant information, such as changes in Ofsted judgements, changes in staff are updated and shared with the University;
- 1.14. Ensure that all mentors have access to up to date training either at the partner institution or at the University;
- 1.15. Ensure that identified staff are able to participate in the monitoring and evaluation of ITT provision in the school, college or setting to secure improvements in the quality of training and the assessment of trainees;
- 1.16. Ensure that external examiners and Ofsted inspectors have access to trainees, relevant members of staff and documentation to enable them to ensure consistency of standards across, as well as within, ITT partnerships;

- 1.17. Ensure that relevant staff evaluate effectiveness of training to meet the needs of trainees and learners, to include the perceptions of learners, teachers, mentors and senior leaders and this data is shared with the University;
- 1.18. Ensure that all trainee teachers, at the start of their training in each school, college or setting are provided with the following: the child protection policy; the staff behaviour policy (sometimes called a code of conduct); information about the role of the designated safeguarding lead; a copy of Keeping Children Safe in Education;
- 1.19. Enable relevant teachers and mentors to support the development of trainee teachers through a range of activities to include professional discussions, completion of relevant documents and modelling of; the role of the teacher; planning and assessment to ensure learner progress; managing learners' behaviour, early reading including phonics, special educational needs and disability; assessing and evaluating teaching; unobserved and observed teaching; national assessments and examinations;
- 1.20. Ensure that trainees are trained and prepared to teach within the specified age phase agreed to ensure that trainees' are fully prepared to teach across the specified age range;
- 1.21. Provide reasonable adjustments for trainees with registered disabilities;
- 1.22. Ensure that relevant staff are able to meet the training requirements for trainees as set out in each programmes' school based training documents;
- 1.23. Ensure that the school's provision complies with the current criteria and legislation to include: Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662) Education (Specified Work) (England) Regulations 2012 (SI 762); Equality Act 2010; Data Protection Act 2018; Freedom of Information Act 2000; the Prevent duty guidance; Competition and Markets Authority's consumer law advice for undergraduates;

2 School Direct Lead schools will also:

2. 2.1. Work with their partnership schools and request from the DfE initial teacher training numbers to meet the needs of their partnership;
- 2.2. Follow the BCU School Direct Admissions Procedures;
- 2.3 Supply such information as requested by the University in respect of any audit relating to this Agreement or as required by any Professional, Statutory and Regulatory Bodies to which the University is subject;
- 2.4 Work with schools in their partnership to ensure that they have the capacity to support trainees on a School Direct programme;
- 2.5 Ensure that each trainee has taught in at least two schools to provide a variety of experience in schools to enable trainees to meet all the current standards;
- 2.6 Ensure that trainees are trained and prepared to teach within the specified age phase agreed to ensure that trainees' are fully prepared to teach across the specified age range;
- 2.7 Receive School Direct funding for each trainee, as agreed with BCU, and be accountable to the DfE for the expenditure of this funding.

Partnership responsibilities

Partnership Management

The Partnership is overseen by the Strategic Partnership Committee. This committee is chaired by a colleague from a partner school who, along with other representatives from across the partnership, works closely with the Strategic Academic Lead for Partnerships and the Programme Lead. Termly committee meetings are also open to colleagues from all partner institutions and the academic staff at the University.

Course Management

Each course in the Faculty has a Staff and Student Committee, which is responsible to the Faculty Board, and ultimately to Senate. The purpose of this is to ensure that courses meet their aims and objectives, through systematic monitoring and evaluation. Programme Directors (who are responsible to the Head of School and the Executive Dean for course quality) chair the Staff and Student Committee. There are named student representatives on each committee and all staff teaching on the course should attend. The exchange of views and ideas is vital for course development so participation is always welcomed. If school, college and organisation-based Mentors wish to raise any general issue relating to the course or teaching practice experience, they should contact the Programme Leads.

Internal Quality Processes

These include:

- Course approval process, managed by the Executive Dean of the Faculty on behalf of Senate;
- External Examiner system;
- Annual monitoring process, in which an annual report written by the Programme Leads, including information about evaluations, course changes, statistics on applications and completion rates, is reviewed within the Faculty and a report on the outcomes is submitted to Senate;
- Academic audit which is managed by the Pro-Vice Chancellor (Academic) and administered by the Quality Assurance and Audit section of the Academic Registry on behalf of Senate and the Board of Governors;
- Student Satisfaction Survey, a central University system of gathering feedback on students' perceptions of their educational experience. The Executive Dean has to provide a management response to the outcomes of the survey, which is followed up by the Vice-Chancellor and the ProVice Chancellor (Academic).

All of these processes are in place to review trainees' School Based Training Placements.

Monitoring the Partnership

The Faculty's Secondary Leads and Head of Department and tutors visit organisations as part of their role to monitor the security and appropriateness of placements. The Programme Leads collect feedback about placements from mentors, trainees and tutors on a regular basis to ensure that each placement runs smoothly and takes action if necessary. Feedback is used to contribute to the Programme Annual Review. This report and minutes from the Strategic Partnership Committee are available on the Partnership website.

Recruitment Processes

1. Applications received

- Applications received by Birmingham City University (BCU) and lead schools from UCAS Teacher Training (UTT) and DfE Apply (pilot) from October 2020.
- Applicants will receive an automated email thanking them for submitting an application and are advised that their application is now being considered.
- **40 working days** (excluding bank holidays in England, the Christmas to New Year closure at UCAS and weekends) turnaround for all application final decisions. The process starts on the date the application is received and finishes on the day the final decision (offer/reject) is processed on UTT by BCU.
- **20 working days** (excluding bank holidays in England and weekends) turnaround for all application final decisions from July – September 2020 (TBC).

2. Initial review of applications

- Applications will be reviewed by BCU / SD Lead schools via UCAS weblink.
- BCU / SD lead schools will filter applications in accordance with the University entry requirements.
- **PGCE Primary entry requirements:** 2.2 or above (*will consider 3rd class and ordinary degrees*)
 - **Level 2** - GCSE English Language, Maths, Science at Grade 4 or above (*or equivalent BCU will offer equivalency tests from April 2020*) – *these may be pending until enrolment*
- **PGCE Secondary entry requirements:** 2:2 or above, 3rd class and ordinary degrees considered.
 - **Level 2** - GCSE English Language and Maths at Grade 4 or above or equivalent BCU will offer equivalency tests from April 2020) – *these may be pending until enrolment*
- The link below offers some guidance on overseas qualifications and comparability:
- <https://www.bcu.ac.uk/international/bcu-in-your-country>

3. Shortlisting

- BCU / lead schools to shortlist applications that meet the entry requirements.
- BCU / lead schools to advise BCU Admissions to reject any ineligible applications.
 - BCU Admissions to assist with any complex entry requirements such as NARIC conversions/unusual qualifications which are not stated on the Level 2 equivalencies spreadsheet.

4. Invite to interview

- BCU / lead schools and university link tutors to agree interview procedures, to include process and documentation.
- BCU / lead schools and university link tutors to agree personnel attending interviews. In established School Direct partnerships university tutors will attend interviews by mutual arrangements. In new School Direct partnerships tutors will

attend all interviews to support lead schools in the application of the Initial Teacher Training Criteria.

- BCU / lead schools will ensure an appropriate subject specialist will attend secondary interviews.
- Applicants invited to interview should preferably be given at least one week notice of the interview date, to allow sufficient preparation time.
- BCU / lead school will send out invitation to interview and all interview documents to applicants.
- Applicants will confirm attendance at interview with BCU / the lead school
- Interview recall dates: in normal circumstances one further interview date is offered if first date cannot be attended.

5. Interview Procedure

- BCU / lead school will organise and host the interview day in agreement with the university link tutor.
- On the day of the interview the lead school will take copies of certificates needed for entry to the course (**originals MUST be seen**).
- BCU / lead school will take copies of the applicant's valid identity (current passport, current photo card driving licence, original birth certificate issued at time of birth (**originals MUST be seen**)).
- Copies must be emailed to schooldirect.admissions@bcu.ac.uk / submitted via BCU SRS systems. Copies of Level 2 and degree qualifications will be checked against information on application to ensure they are sufficient.

6. Interview Decisions/Offers

- A copy of the BCU / School Direct Offer or Reject Recommendation Form to be completed, signed and dated by two members of the interview panel for each interviewed applicant.
- **BCU / Lead school will email copies of the signed School Direct Offer or Reject Recommendation Form, qualifications and ID as detailed above to the Admissions Officer and university tutor within one working day of the interview**
- Admissions Officer will update each applicants' UCAS Track' Account / DfE Apply with the decision within three working days.
- **BCU / lead schools can only make verbal offers once Admissions have formally uploaded an offer on UCAS, subject to the verification of qualifications.**

7. **Disclosure and Barring Service (DBS) disclosures and Declaration of Health** clearances are a standard part of every offer made by BCU (except for salaried places). Working with the DBS and Handsworth Wood Medical Centre, BCU will carry out all necessary processing of these documents, for students on the training route, salaried students' DBS is the responsibility of the employing school.

If a DBS highlights a caution, conviction or reprimand, the certificate will be anonymised and sent to the Faculty DBS Panel for a decision to be made and the applicant will be notified of the outcome accordingly. If the

applicant is not permitted to proceed onto the course, the lead school will be advised by the Admissions Officer.

Birmingham City University: School of Education: PGCE Secondary Interview Report: <u>For 2020 Entry</u>	Reject / Offer with Conditions / Unconditional Offer Circle at end of interview for quick reference
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Subject Route:

Project Route:		
	Art & Design	Computer Science
	Design Technology	Science Drama
English	Maths*	MFL
Music	Religious Education	Geography
Science – Chemistry	Science – Physics	Science – Biology
History	PE	Other (please specify)

Interview Date:

Core / School Direct

(please circle and delete as appropriate)

Interview location:

Details from UCAS Teacher Training Form:

Name:		
<hr/>		
First degree institution:		
<hr/>		
Degree and classification:		
(or pending) (minimum 2.2)		
<hr/>		
Degree Title:		
<hr/>		
GCSE English grade: (or details of equivalent)	<input type="text"/>	GCSE Maths grade: (or details of equivalent)
	<input type="text"/>	Special Needs code on UTT Form: (discuss with applicant)
		<input type="text"/>

Evidence of Subject Knowledge:

Areas of strength

Areas for further development

Experience of subject-specific ICT and digital technology

Other subject-related
experience

Area to assess at interview	Notes/evidence	Score (see guidance on final page)
Level of knowledge and understanding of the role of the teacher that has been demonstrated		
Level of knowledge and understanding of the education sector that has been demonstrated (<i>the score for this section should also reflect demonstration of subject knowledge from the previous page</i>)		
Level of suitability to train to teach that has been demonstrated		
Level of professionalism and resilience that has been demonstrated		

Level of written English that has been demonstrated		
Level of fundamental skills in speaking, listening, and communicating that has been demonstrated		

Checks and Further Information:

<i>The following points will apply to applicants who are offered and/or accept a place on the course. These points must be covered with all applicants.</i>	Tick that understood
For applicants without GCSE English/Maths (see pg 1): You will be required to undertake GCSE Equivalence Tests at your own expense and by your own arrangement. Visit www.equivalencytesting.com . Equivalency tests must be passed by 31st July 2020 . BCU offer equivalency testing for those who have previously engaged with GCSE study but did not achieve the required pass grade.	(y / N/A)
Your original certificates for all qualifications must be uploaded to SRS for checking – ideally this will have been done prior to interview. If not, please upload these to SRS as a matter of urgency.	(y / N/A)
<i>For SKE subjects only</i> – if you are being offered a place with the condition of completing an SKE, you must make a separate application for the SKE course.	
You will be required to undergo checks by the Disclosure and Barring Service (DBS) . If you are offered and accept a place, you will be required to self-disclose any cautions, convictions or reprimands. <u>A DBS application must be made as soon as an offer is made.</u>	
You will be required to undergo a check on your medical fitness to teach, covering your physical and mental health. A questionnaire will be provided to applicants who accept their offer – please ensure that this is filled in and returned.	
In order that we ensure that the appropriate support is made available, it would be helpful if you could tell us of any disability or special needs you may have. Would you like to meet with a Disability Officer?	(record details)
You may be eligible to receive a training salary, dependent on subject specialism and degree classification but, due to necessary administration, the first payment will not be paid until the end of October .	

You will be liable for a tuition fee of £9250. Fee and Maintenance grants and loans are available, subject to status. Details will be sent if offered a place.	
School placements will necessitate travelling and this will always be at your expense . A journey of up to 90 minutes each way is possible.	
What will your intended travel arrangements be for getting to school placements – car or public transport ?	Car / public transport
We will now provide you with an Interview Evaluation Sheet . Please complete the form before you leave and return to the reception desk.	
Do you have any questions or were there any points you wanted to raise but have not had the opportunity to do so? Have you given a fair account of yourself?	

Applicant: I acknowledge that I understand all of the above points in relation to accepting a place on the PGCE Secondary course

Signature: _____

Interviewer 1: Name _____ Signature: _____

Interviewer 2: Name _____ Signature: _____

Initial Teacher Training Interview Score Sheet 2020 entry

Interview Score Area:

Scoring: 1 = very good 2 = good 3 = requires improvement 4 = inadequate			
Knowledge and understanding of the role of the teacher		Professionalism and Resilience	
Knowledge and understanding of the education sector		Written English	
Suitability to train to teach		Demonstrates fundamental skills in speaking, listening, and communicating	

Total Score (max 24)

Divide total score by 6 =

Potential at Interview Grade:

Average: 1.0 – 1.7 “Very Good” Potential Grade 1	<input type="text"/>	Average 1.8 – 2.4 “Good” Potential Grade 2	<input type="text"/>	Average 2.5 – 3.0 “Needs Developing” Potential Grade 3	<input type="text"/>	Average 3.1 – 4.0 “Inadequate” Potential Grade 4 DO NOT OFFER	<input type="text"/>
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Decision:	<i>(tick one)</i>	Details:
Reject:		Reasons for rejection:
Accept subject to Standard Conditions: (i.e. entry quals, DBS, OH)		Notes:
Accept Subject to Additional Conditions: (e.g SKE)		Details of conditions to be met:

Any further comments (including concerns)?

DBS and Safeguarding Procedures

As detailed in the BCU ITE Partnership agreement, Schedule 1 the university will:

- 1.4. Ensure all trainees have been subject to the appropriate pre-selection checks and confirm in writing to partners that a non-salaried trainee's checks have been completed and that the individual has been judged by the university to be suitable to work with children. In the case of salaried routes, the responsibility lies with the employer to ensure that these checks have been carried out;
- 1.5. Confirm in writing to partners that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children and vulnerable adults;
- 1.6. Establish clear safeguarding procedures and protocols that are agreed by all partners to include a common understanding across the partnership of convictions, offences, cautions and warnings that would not pose a barrier to joining an ITT programme.

Once checks are complete trainees are issued with the following Safeguarding Letter, which they share with their School Based training School at the start of a placement:

Safeguarding Status Confirmation

Provider's name and address:

Birmingham City University, City South Campus, B15 3TN

We confirm that the following safeguarding checks have been carried out for the trainee teacher named below:

Surname	Forename	Date of Birth (MM/DD/YYYY)
DBS Certificate number:		
Date of issue:		
Programme of study:		

- 1) The trainee teacher named above has completed a satisfactory enhanced DBS check for the purposes of studying on the above named programme.
- 2) The trainee teacher named above has been checked and cleared against the ISA Children's Barred List.
- 3) The trainee teacher named above has been checked and cleared against the DfE's Prohibition List.
- 4) The trainee teacher named above has completed a self-certification declaration in respect of any criminal reprimands, convictions or cautions.

In any circumstance where a trainee teacher's DBS enhanced disclosure form makes reference to a caution, reprimand or conviction, the trainee is subject to the Faculty of Health, Education and Life Sciences' formal

procedures to determine whether the disclosure is such that it should prevent the trainee from undertaking her/his programme. As appropriate, guidance is provided by senior staff from partner schools and from teacher professional associations.

All students on Initial Teacher Education programmes at Birmingham City University sign a Learning Agreement before they commence their respective programmes. This obligates them to disclose any information that they have not already disclosed on their application form or at interview or any change in circumstances that may affect their suitability to teach or to be placed in a setting, school or college.

Please note that on arriving at the school for the first time, the trainee teacher has been told to present an original piece of photo ID (e.g. Student Identity Card, passport, photocard driving licence, EU National Identity Card, etc.).

Signed:

Date:

Name:

Role: **Course Leader**

School Direct Partnerships

Birmingham City University welcomes the opportunity to collaborate with schools in developing new and innovative training programmes to deliver School Direct teacher education.

We recognise that each school network will want to tailor a training programme that will meet the needs of their schools, their pupils, their teachers and their trainees.

Partnerships

Birmingham City University works in close partnership with school networks:

- In marketing School Direct programmes to attract the best candidates
- In developing robust recruitment and selection processes, designed to identify candidates who will become excellent teachers
- In the design of a tailored training programme, handbooks and course documentation
- In developing robust quality assurance processes
- In ensuring that all stakeholders understand their roles and responsibilities
- In evaluating the impact of the programme on trainees, pupils, school staff and university tutors.
- Birmingham City University has a long and established history of delivering teacher training in the Midlands region.

We have successfully developed mutually beneficial relationships with a number of teaching organisations, demonstrated by our strong partnerships with over 1,000 schools, colleges and training organisations across the Midlands region.

Our School Direct Partners

Secondary

- [The Arthur Terry Teaching School](#) (non-salaried)
- [Ashlawn Teaching School](#) (non-salaried)
- [Biddulp High School](#) (non-salaried)
- [Bishop Challoner](#) (salaried and non-salaried)
- [Finham Park - The Lion Alliance](#) (non-salaried)
- [Higham Lane School Partnership](#) (non-salaried)
- [Holly Lodge High School](#) (non-salaried)
- [Kenilworth School](#)
- [Lozells School](#) (non-salaried)
- [Prince Henry's High School](#) (non-salaried)
- [Riverley School](#) (salaried)
- [RSA Academies Teaching School Alliance](#) (salaried and non-salaried)
- [Shireland Collegiate Academy](#) (non-salaried)
- [The Thomas Alleyne School](#) (non-salaried)
- [Waverley Studio College](#) (non-salaried)

School	Subjects	Faculty Link Tutor	Professional Mentor
Ashlawn	Art, DT, Social Sciences	Tracey Goodyere tracey.goodyere@bcu.ac.uk	Liselle Dixon dixonl@ashlawn.org.uk
Arthur Terry School Direct	Music	Kelly Davey Nicklin kelly.davey-nicklin@bcu.ac.uk	Cathryn Mortimer CMortimer@arthurterry.bham.sch.uk
Biddulph High School	Art, Science	Peter Carr peter.carr@bcu.ac.uk	Dave Heath dheath@biddulph.staffs.sch.uk
Bishop Challoner Catholic School	Art, DT, Eng, Hist, Maths, MFL, PE, RE, H&SC, Psychology	Amanda Brougham amanda.brougham@bcu.ac.uk	Chris Taylor C.Taylor@bishopchalloner.bham.sch.uk
Higham Lane	Art, DT, English, History, PE, RE	Kelly Davey Nicklin kelly.davey-nicklin@bcu.ac.uk	Vanessa Domigan VFern@highamlaneschool.co.uk
Holly Lodge High School	English, maths	Martin Duke martin.duke2@bcu.ac.uk	Ian Melling imelling@holly-lodge.org
Kenilworth	English, DT	Fiona Darby fiona.darby@bcu.ac.uk	Clare Amed camed@ksn.org.uk
Lion Alliance (Finham Park)	Drama, DT, PE, Science, Psychology	Amanda Brougham amanda.brougham@bcu.ac.uk	Jane Buggins J.Buggins@finhampark.co.uk
Lozells (formerly Holte)	English, Maths, Science, CS, Hist, Geog, Art, PE	Fiona Darby fiona.darby@bcu.ac.uk	Chokri Chiha c.chiha@holte.bham.sch.uk
Prince Henry's	Music	Kelly Davey-Nicklin kelly.davey-nicklin@bcu.ac.uk	Andy Duffy - AD@princehenrys.worcs.sch.uk
RSA	CS, DT, Drama, Eng, Geog, Hist, Music, PE, Science	Amanda Brougham amanda.brougham@bcu.ac.uk	Teresa Wilson twilson@holyschool.org.uk
Riverley (Griffin School)	Salaried- maths, science	Amanda Brougham amanda.brougham@bcu.ac.uk	Charlotte Foulston charlotte.foulston@griffinschooltrust.org
Shireland Academy	DT	Amanda Brougham amanda.brougham@bcu.ac.uk	Emily Hughes Emily.HUGHES@collegiateacademy.org.uk
Thomas Alleyne School	PE	Sarah Bonser sarah.bonser@bcu.ac.uk	Karen Goodwin goodwin@tahs.org.uk
Waverley	Art, science, CS, DT, Eng, Geog, Hist, maths, MFL, music, RE	Kerasia Lefkadiou kerasia.lefkadiou@bcu.ac.uk	Clare Dugard Claire.Dugard@waverley.bham.sch.uk
Wigmore (Hereford)	Music, Art	Kelly Davey-Nicklin kelly.davey-nicklin@bcu.ac.uk	Susie Milne smilne@wigmore.Hereford.sch.uk

Partnership Recognition Process

The BCU teacher training partnership: the leading regional ITE partnership for excellent professional development inspired by collaboration and creativity.

The Partnerships team review all Partnership commitments annually and issue partner schools and colleges with Partnership Certificate as evidence of their commitment to ITE development with BCU.

Certificates are awarded aligned to the following criteria:

Associate Partner

Training placement will:

- host BCU enrolled trainee teachers as observers in classrooms
- discuss core teaching and learning routines with BCU enrolled trainee teachers
- facilitate discussions with pupils and teachers for BCU enrolled trainee teachers

BCU will:

- facilitate safeguarding checks for all BCU enrolled trainee teachers
- identify clearly defined areas of focus with the host training placement
- facilitate HEI discussion with targeted pupils / students, led by BCU enrolled trainee teachers
- provide a regular partnership newsletter signposting key dates, celebrating best practice and inviting further collaboration

*

Lead Partner

Training placement will:

- consistently observe and coach BCU trainee teachers in all aspects of planning, teaching and assessment in their contexts - setting formative targets and progress judgements leading to continued professional development and impacts on pupil progress
- participate in robust BCU trainee teacher recruitment processes
- engage with BCU through SKE placement support or subject knowledge training, Assessment Only, Schools Direct or a SCITT partnership and /or offer a range of BCU trainee teacher placements in a range of subject areas / key stage at the start of an academic year
- facilitate time for all BCU generic, and some BCU Level 7 accredited, mentor training
- hold regular mentor meetings to demonstrate the impact of trainee teachers on placement and facilitate access to relevant in-house CPD
- identify an SLT contact to quality assure in house mentoring and to process BCU communication and liaison
- support BCU trainee teacher research
- actively lead aspects of professional and subject studies in collaboration with BCU
- offer termly strategic partnership feedback to BCU lead mentors

BCU will:

- provide compliance and safeguarding checks for all BCU enrolled trainee teachers
- support schools in recruitment and compliance for teacher training
- fund all placements as agreed in the BCU PIP documentation
- provide excellent subject and /or professional studies training to complement the trainee teachers' professional practice
- provide all relevant placement paperwork and strategically lead within mentor training
- conduct an observation of each BCU trainee teacher and meet with their mentor to discuss progress at least once during the placement



- discuss and signpost current, relevant, subject specific research with mentors
- facilitate access to one bespoke HEI experience for a targeted group of pupils when requested
- provide a regular partnership newsletter signposting key dates, promoting CPD opportunities, celebrating best practice and inviting further collaboration

*

Principal Partner

Training placement will:

- effectively mentor and consistently observe and coach BCU trainee teachers - setting formative targets and progress judgements which have impact and sustain continued professional development
- take a lead in robust trainee teacher recruitment
- be a leading SKE, Assessment Only, Schools Direct or SCITT partner and offer a range of high quality BCU trainee teacher placements throughout the year
- complete mentor training for more than one mentor
- identify a member of SLT to regularly sustain communication with BCU strategic leads
- quality assure and develop further the trainee experience and progression across the wider ITE partnership
- facilitate and participate in BCU research
- lead the design and delivery of training provision
- actively engage in, and take leadership roles, within the strategic partnership committee

BCU will:

- support robust trainee recruitment - including all BCU compliance and safeguarding checks
- fund all placements as agreed in the BCU PIP documentation
- provide excellent subject and /or professional studies training to complement the trainee teachers' professional practice
- provide all relevant placement paperwork and in lead level 7 accredited mentor training
- sustain regular communication with a named member of SLT
- provide research informed CPD sessions through regional subject hubs , or where possible for a targeted staff team in the partner training placement
- provide a regular partnership newsletter signposting key dates, promoting CPD opportunities, celebrating best practice and inviting further collaboration
- be active research partners with the training placement

Strategic Partnership Committee Meetings

We hold termly meetings with secondary partners to review aspects of our provision. The committee is chaired by a local senior teacher from a partnership school and is made up of:

- SCITT Leads
- School Direct Leads
- Co-opted members from across the partnership
- Subject mentor representatives from across the partnership
- The BCU subject leads
- Kelly Davey-Nicklin (PGCE Secondary Course Lead)
- Amanda Brougham (Strategic Lead for Partnerships)

You can read the Terms of Reference for the committee here: [SPC Terms of Reference](#)

You can give feedback on the PGCE programme to members of the committee, whose contact details and roles are here: [SPC Membership List](#)

You are very welcome to join the next meeting as an observer at 4.30pm on Wednesday 25 November 2020 by clicking on this MS Teams link:

[Join Microsoft Teams Meeting](#)

Overview of School Based Training

Providers must plan their training programme to ensure that they comply with the current ITT criteria, and provide the opportunity for trainees to demonstrate that they meet, or can demonstrate that they would have met were it not for disruption relating to coronavirus (COVID-19), the Teachers' Standards (DfE guidance).

To adapt to ITE during the pandemic we have adopted a different approach to School Based Training for this academic year. We hope that this model will enable all BCY trainees to gain 120 days teaching experience as part of their QTS programme.

Core PGCE trainee School Based Training Attachment details (for 2020/21)

As we plan to work with partner schools in this unprecedented context, we have altered our mode of creating BCU PGCE School Experience Placements in 2020/21 for trainee teachers. Instead of two school placements **BCU trainees will be attached to one core school for the full academic year** to create a flexible and authentic period of training in situ as part of the PGCE core content.

Within this model:

- Trainees are to be attached to **one core attachment / placement** from the start of the autumn term with some initial online links to the named department.
- Clarification of the proposed number of attachments will be **completely flexible** and will be negotiated through subject leads and individual schools in coming weeks.
 - Where possible our aim is to establish **paired attachments**;
 - In some subjects, where we expect a sparsity of placements (English, mathematics and science) **this could be a Subject Hub placement with up to 4 trainees** with the potential for additional support from the BCU subject tutor team;
 - **Small departments, with limited subject mentor availability (e.g. MfL, music and drama) will however continue to have a single trainee attachment.**
- The in-school placement **could run** from **3 November 2020 to 2 July 2021**.
- If schools are required to close, trainees will remain attached to the school and will continue to work alongside their subject department.
- BCU tutors will continue to offer **flexible and bespoke support** to all partner schools. This may look different to previous formats and consist of a greater number of online professional discussions over a limited number of school visits;.
- If the social distancing requirements allow, we would aim to support a second placement in an alternative school later in the year.
- Trainees attend all BCU Subject Pedagogy and Professional Studies sessions as outlined in the normal curriculum plan - but for core trainees these may not all be on a fixed Monday as in previous years.

During the core attachment / placement trainees **if possible**, trainees will:

- Build up to a 14-hour teaching commitment by May 2021;
- Have an opportunity to be released for a KS5 experience in their host school or a neighbouring venue - this could be a flexible arrangement designed to fit around the trainee's attached school teaching commitment, e.g. a sequence of afternoon visits to a KS5 setting;
- Be released (either off site or internally) for a 4 day SEND / PP/ EAL experience.

PGCE Year plan

2020-21 w/c	Monday	Tuesday	Wednesday	Thursday	Friday
31 Aug					Enrolment
7 Sept	Initial School Experience week				
14 Sept	Professional Studies				
21 Sept	Progress Review Mtg	Professional Studies			
28 Sept	Subject Pedagogy	Professional Studies			
5 Oct	Subject Pedagogy	Professional Studies			
12 Oct	Subject Pedagogy	Professional Studies			
19 Oct	Subject Pedagogy	Professional Studies			
26 Oct	School Placement Preparation/School Half Term/Reading Week				
2 Nov	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
9 Nov	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
16 Nov	Progress Review Mtg	School Placement	School Placement	School Placement	School Placement
23 Nov	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
30 Nov	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
7 Dec	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
14 Dec	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
21 Dec	Christmas Break				
28 Dec					
4 Jan	Progress Review Mtg	Professional Studies			
11 Jan	Subject Pedagogy	Professional Studies			
18 Jan	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
25 Jan	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
1 Feb	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
8 Feb	Prof Enquiry	School Placement	School Placement	School Placement	School Placement
15 Feb	School Placement Planning & Preparation/School Half Term/Reading Week				
22 Feb	Prof Studies	School Placement	School Placement	School Placement	School Placement
1 Mar	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
8 Mar	Prof Enquiry / Studies	School Placement	School Placement	School Placement	School Placement
15 Mar	Subject Pedagogy	School Placement	School Placement	School Placement	School Placement
22 Mar	Progress Review Mtg	School Placement	School Placement	School Placement	School Placement
29 Mar	School Placement	School Placement	School Placement	School Placement	Bank Holiday
5 Apr	Easter holidays				
12 Apr					
19 Apr	School Placement	School Placement	School Placement	School Placement	School Placement
26 Apr	School Placement	School Placement	School Placement	School Placement	School Placement
3 May	Bank Holiday	School Placement	School Placement	School Placement	School Placement
10 May	School Placement	School Placement	School Placement	School Placement	School Placement
17 May	School Placement	School Placement	School Placement	School Placement	School Placement
24 May	Prof Studies/Sub Ped	School Placement	School Placement	School Placement	School Placement
31 May	School Placement Planning & Preparation/School Half Term/Reading Week				
7 Jun	School Placement	School Placement	School Placement	School Placement	School Placement
14 Jun	School Placement	School Placement	School Placement	School Placement	School Placement
21 Jun	Progress Review Mtg	School Placement	School Placement	School Placement	School Placement
28 Jun	School Placement	School Placement	School Placement	School Placement	School Placement
5 Jul	University-based sign off days				

Undergraduate Placement Year Plan

Year One 30 Day Placement	Teaching Assessment	Trainee	Subject mentor	Professional mentor
Block A One week January 4th – 8th	4 x Joint planning/teaching of small group of pupils 1 st Visit by PDT in Block A/B	Underline on the BCU Tracker Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Completes Placement Tasks	Completes LOR for all learning episodes Short weekly meeting with trainee to discuss progress	Sets up Induction for Trainee Allocates time for whole school issues CPD / Inset during placement.
Block B 10 Consecutive Mondays Jan 25th – 19th April	4 x planning/teaching learning episodes (2 paired and 2 solo) 1 st Visit by PDT in Block A/B	Highlights BCU Tracker in Orange Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Submits 5 annotated pieces of evidence to cover standards Completes Placement Tasks	Completes LOR for all learning episodes Completes Progress Check Short weekly meeting with trainee to discuss progress	
Block C Three week block June 7th – 25th	4 x joint planning/teaching full lessons (paired teaching) 4 x planning/teaching full lessons (2 paired and 2 solo) 2 nd Visit by PDT in Block C	Highlights BCU Tracker in Green Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Submits 5 annotated pieces of evidence to cover standards Completes Placement Tasks	Completes LOR for all learning episodes/lessons Completes End of Placement Report Short weekly meeting with trainee to discuss progress	Completes Internal School moderation

Year Two 40 Day Placement	Teaching Assessment	Trainee	Subject mentor	Professional mentor
First Half Four weeks May 3rd – May 7th May 17th – June 11th	Build towards planning & teaching full lessons (five a week). 1st Visit by PDT	Highlights BCU Tracker in Orange Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Submits 5 annotated pieces of evidence to cover standards Completes Placement Tasks 1-4	Completes LOR for all learning episodes Completes Progress Check Short weekly meeting with trainee to discuss progress	Sets up Induction for Trainee Allocates time for whole school issues CPD / Inset during placement.
Second Half Four weeks June 14th – July 9th	Build towards planning & teaching full lessons (five a week). 2nd Visit by PDT	Highlights BCU Tracker in Green Completes 1 x Summary of Evidence Completes 1 x Trainee Reflection Submits 5 annotated pieces of evidence to cover standards Completes Placement Tasks 5-8	Completes LOR for all learning episodes Completes End of Placement Report Short weekly meeting with trainee to discuss progress	Completes Internal School moderation

PGCE Mentor CPD 1

- 23 September 2020 - 3.30pm- 5.30pm [Join Microsoft Teams Meeting](#)
- 29 September 2020 - 4.30pm - 5.30pm [Join Microsoft Teams Meeting](#)

PGCE Mentor CPD 2

- 13 January 2021 - 4.30pm - 6.30pm [Join Microsoft Teams Meeting](#)
- 19 January 2021 - 3.30pm - 5.30pm [Join Microsoft Teams Meeting](#)

Undergraduate Mentor CPD events TBC

PGCE Review dates:

Core PGCE and School Direct	<i>RSA School Direct only</i>
21 September 2020 - Introductory PRM	21 September 2020 - Introductory PRM
16 November 2020 – PRM 1	16 November 2020 – PRM 1 (Assessment Point 1 mid-point)
4 January 2021 – PRM 2 Assessment Point 1 mid-point)	4 January 2021 – PRM 2 (Assessment Point 1 end-point)
22 March 2021 – PRM 3 (Assessment Point 1 end-point)	22 March 2021 – PRM 3
2 April 2021 – PRM 4 (Assessment Point 2 mid-point)	2 April 2021 – PRM 4 (Assessment Point 2 mid-point)
21 June 2021 – PRM 5 (Assessment Point 2 end –point)	21 June 2021 – PRM 5 (Assessment Point 2 end –point)

Undergraduate Review dates TBC

Roles and responsibilities during School Based Training

The Professional Mentor:

- Organises and quality assures a trainee teachers' programme of activities during any induction stage and outside of the specialist subject
- Ensures that trainee teachers will not at any point be asked to cover for absent teachers
- Ensures that at all times trainee teachers are under the supervision of a qualified teacher
- Assigns trainee teachers to a tutor group during the placement blocks
- Arranges opportunities for observation outside the specialist subject
- Arranges for trainees to visit a feeder Primary school (after Block D)
- Provides opportunities for trainee teachers to attend appropriate school meetings
- Observes the trainee teaching at least once through the completion of Internal School Moderation with the subject mentor and gives feedback using the university LOR form
- Contributes to the completion of the End of Placement Report

The Subject Mentor:

- Organises a programme of observation and teaching within the specialist subject across different ages and abilities (including planning with the university tutor for the week long placements).
- Supports the development of subject specific pedagogies and strategies for learning and teaching whilst developing a subject ethos and philosophy Provides access to the subject department's units (schemes) of work and relevant examination specifications materials
- Supports and guides the lesson planning process for delivery of learning episodes and lessons.
- Ensures the opportunity for trainee teachers to teach their specialist subject, as appropriate to the stage of training, including KS3, KS4, and, where possible, post-16 groups
- Provides access to relevant pupil information, such as assessment records and IEPs
- Completes at least one Internal School Moderation with the professional mentor and at least one joint observation with a university tutor (PDT)
- Reports progress of trainee teachers with professional mentors and university tutors.
- Completes the Progress Check indicating the trainee teacher's current progress and identifying any areas that might be a cause for concern.
- Completes the End of Placement Report

The University Tutor (PDT):

- Is a subject specialist tutor who supports the trainee throughout the course.
- Holds progress tutorials with trainees to discuss their progress towards achieving the Teachers' Standards.
- Is accountable for the delivery of Education modules and the marking and feedback of assignments.
- Agrees and monitors targets in relation to subject knowledge based on the subject knowledge audit.
- Provides an initial visit to each placement school to quality assure the provision.
- Visits the trainee as required in the Programme Handbook.
- Liaises with subject and professional mentors to ensure that appropriate training and CPD is provided throughout the placement.
- Moderates the assessments made by school including lesson observations, feedback and the end of placement report.
- Makes QTS recommendation at the end of the course.
- Recommends and assists in the organisation of visits by external examiners.
- Provides the trainees with a reference.

The Trainee Teacher:

- Will attend all taught sessions in the Faculty and carefully read all the information they
- are given to prepare themselves for the school placement.
- Must attend timetabled progress tutorial meetings in the Faculty and prepare for these as appropriate.
- Completes one Summary of Evidence and one Trainee Reflection for each SBT placement.
- Is responsible for their development towards meeting their agreed targets and the accumulation of appropriate evidence – up to 5 pieces of evidence to cover all standards for the Progress Check and another 5 pieces of evidence to cover all standards for the End of Placement Report.
- Must follow guidelines for the professional behaviour expected in schools and demonstrate that they are meeting Part Two of the Teachers' Standards.
- Must work within the safeguarding protocols of the placement school.
- Should act upon advice given and targets set by mentors and tutors.
- Is responsible for tracking and developing their subject knowledge using the SK Audit.

Trainee's Progress Journal

The purpose of this journal is to enable, and evidence progress for trainees throughout the PGCE and during School Based Training. This is achieved by providing a structure for personalised target setting and the collection of evidence. The journal is to be used in preparation for and as part of weekly mentor meetings in school and progress review meetings with the BCU tutor.

It is the responsibility of the trainee to ensure that this journal is systematically completed and supporting evidence is collected and suitably organised. Before weekly mentor meetings trainees must summarise the evidence which they have collected over the course of the week, against each of the 2012 Teachers' Standards and standard prompts (i.e. 1a, 1b or 1c). Evidence which they refer to here has to be evaluated and stored either physically or electronically. They must then complete the reflection to provide an overview of their professional progress.

Targets from the previous week should be discussed, and it is the mentor's role to indicate in the outcomes box, the extent to which these have been met. For the week ahead, mentor and trainee should then negotiate three targets as next steps of progress. Of these three targets, at least one should be subject specific (based on both the immediate demands of your teaching and your subject knowledge action plan) and one relate to professional practice. It is important that each target is clear about how it will be successfully achieved.

Before the weekly mentor meeting	In the weekly mentor meeting	After the weekly mentor meeting
Trainee completes the 'weekly standards' page to reflect upon progress made during the week in relation to the Teachers' Standards. Trainee writes a brief summary statement in the reflection box on the 'weekly targets' page. Consider any evidence you might have gathered that week that could be used to present at your next Progress Review Meeting with your university tutor.	Previous week's targets are reviewed and mentor confirms progress against these. Targets for the coming week are negotiated. A target relating to subject knowledge should be included. The descriptors on the BCU trackers are used to inform the discussion and set targets (current progress can be underlined in pencil on the descriptors).	Trainee ensures that the targets set are addressed over the coming week and collates any evidence from the week that could be used to present at the next Progress Review Meeting with the university tutor. Ensure that the subject pedagogy critical reflection page for that week has been completed (these feature towards the end of this document).
As a means of standardisation and moderation across the programme, tutors will review this journal and the collection of supporting evidence as part of school visits, at suitable University based sessions and during Progress Review Meetings.		

End of placement:

Engaging in professional self-assessment, the trainee completes the overview and reflection pages in this journal. Together with the weekly progress journal, the BCU tracker and supporting evidence, these then support the mentor in completing the end of placement report.

Assessment Using BCU Curriculum Themes

Assessing Trainees: important considerations:

1. The key factor in judging the quality of teaching over time is the impact teaching has on the quality of learning of pupils and the progress they make.
2. Primary, secondary and PCET trainees' teaching should be formatively assessed in relation to:
 - How trainees use critical enquiry and research informed practice to develop their understanding of effective teaching and learning.
 - How classroom practice establishes effective behaviour management through the use of high expectations and awareness of pupil wellbeing.
 - How trainees knowledge and understanding of the curriculum, subject knowledge, pedagogy and how pupils learn impact on pupils' progress and wellbeing.
 - How trainees plan and assess learning to ensure that all pupils make progress.
 - How trainees implement effective adaptive teaching approaches to support all learners, including SEND and EAL learners.
 - How trainees have developed professional behaviours and contribute effectively to the wider life of the school.
3. The Teachers' Standards provide an end-point assessment for qualified teacher status (QTS). The ETF Professional Standards provide an end point assessment for the PCET course.

When making this judgement a full range of evidence should be utilised including:

- Curriculum documents, planning and assessment records, pupils' work
- Professional discussions with the trainee teacher, mentor and pupils.

Guidance on how to provide formative assessments are provided within the Mentor Handbook.

Trainees that are assessed as achieving all Teachers' Standards in at least the Establishing Column and are judged to be meeting Part 2 of the standards consistently will be on trajectory to be recommended for the award of QTS.

The Teachers' Standards

1. *The Teachers' Standards provide an end point assessment for qualified teacher status (QTS) in primary and secondary phases delivered by ITE partnerships.* ('Initial teacher education inspection framework and handbook', June 2020, Paragraph 37). Therefore they are used over the training year/s to identify individual progress over time at signposted assessment points, which align to Phase 1, 2 and 3 Assessment Points.

2. When assessing the quality of secondary trainees' teaching over time, reference should be made *to the Teachers' Standards in full*. The bulleted sub-headings in this toolkit should be used to:
 - track progress throughout the training period against the Teachers' Standards;
 - determine areas for development / next steps;
 - identify strengths which indicate excellent practice;
 - enable the identification of aspects of, for example, outstanding practice for exceptional trainees (ENH) and good practice for developing trainees (EST) in order to show that they are exceeding the minimum in aspects of the Teachers' Standards
3. 'The standards need to be applied as appropriate to the role and context within which a trainee or teacher is practising. Providers of initial teacher training (ITT) should assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of QTS.' ('Teachers' Standards', Paragraph 6)
4. Trainees' teaching over time should be assessed in relation to:
 - the impact they have on the progress and learning over time of the pupils for whom they are responsible;
 - the context and content of their teaching, over sequences of lessons; **the quality of teaching must be judged in terms of attainment in relation to the relevant Teachers' Standards and not on individual lessons.**

When making judgements, the full range of evidence should be utilised, including planning, discussions with trainees and pupils, pupils' responses in lessons and in their work books, the quality and impact of trainees' marking and feedback, trainees' assessment and planning records and evidence of their own and their pupils' progress and learning over time.

Mentors are provided with a BCU Tracker to monitor trainees' progress throughout each QTS course. Trackers can be downloaded from the [PGCE Partnership Webpages](#) and the [Undergraduate Partnership Webpages](#).

Teachers' Standards

PART ONE: TEACHING

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- plan teaching to build on pupils' capabilities and prior knowledge
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well-structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities. Teachers must adhere to the school's and provider's VLE/internet safety policy, including the safe and responsible use of social media.

Observations of teaching should be formative and completed twice weekly. Trainees store these records as part of QTS evidence.

Trainee Name:		School:	
Date:			
Subject:			
Class/Year Group:			
Placement (<i>circle</i>):		Block A	Block B
Please tick as appropriate:			
<input type="checkbox"/>	Individual learner-focused observation (<i>trainee to complete part A below</i>)		
	OR		
<input type="checkbox"/>	Whole Class observation (<i>Part A does not need to be completed</i>)		

List below the Standard(s) being targeted during the lesson observation and refer to the BCU Standards Tracker for formative and summative feedback (to be identified by the trainee):

Teachers' Standard(s) and Standard Prompts observed or discussed:

Part A: For use with learner-focused observations only

Learner 1:	Learner 2:	Learner 3:
Rationale:	Rationale:	Rationale:

For learner-focused observations, part B should reflect upon the learning, engagement and progress of the identified learners.

PART B: Formative comments and questions for the trainee to consider:

Placement assessment and evaluation report

Postgraduate Mid- point Review

Name of Trainee: _____	Subject: _____
School: _____	
Mentor: _____	BCU Tutor: _____

This review must reflect the trainee's attainment rather than effort or intention. Nor should it be used as a motivator or an expression of thanks for help given (e.g. after school clubs). Attainment must be accurate and not overstated.

Process to be followed:

1. Consider the trainee's attainment to date as reflected in the preceding weekly pages.
2. Highlight in **YELLOW** the descriptors on the tracker in the Progress Journal to indicate the trainee's attainment to date. Highlighting is likely to span more than one level of the descriptors
3. Based on the highlighted descriptors, summarise attainment in the grid below on a best fit basis
4. Complete the remaining sections and set targets, as appropriate.

Indicate achievement to date using the descriptors in the tracker	Tick descriptor achieved to date			
	EMG	EST	EMB	ENH
Standard	Emerging	Establishing	Embedding	Enhancing
1 Set high expectations which inspire, motivate and challenge pupils				
2 Promote good progress and outcomes by pupils				
3 Demonstrate good subject and curriculum knowledge				
4 Plan and teach well-structured lessons				



5 Adapt teaching to respond to the strengths and needs of all pupils				
6 Make accurate and productive use of assessment				
7 Manage behaviour effectively to ensure a good and safe learning environment				
8 Fulfil wider professional responsibilities				
Overall attainment at the Mid-point Review				

(Tick to indicate achievement to date)

Pt 2 Personal and Professional Conduct	Achieved:		Not yet achieved:	
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Mid-Point Review

Key areas of **strength** to date

Standards

--	--

Any areas requiring **attention** to ensure progress in the next part of the placement

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)



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In the light of the information above, is the **Rapid Improvement Target** process required to address areas of concern?

(Y/N)

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Trainee's Signature:

.....

Mentor's Signature:

.....

Date

.....

Date:

.....

BCU will require a copy of the completed Phase 1 Review by 12 February 2021.

Name of Trainee: _____	Subject: _____
School: _____	
Mentor: _____	PDT: _____

Year of Course: _____

Process to be followed:

5. Consider the trainee's attainment to date – use the reflection questions/prompts for discussion.
6. Trainee and Mentor should highlight the descriptors in the **BCU Tracker** to indicate attainment to date. Underlining is likely to span more than one level of the descriptors
7. Trainees should show evidence of how the standards are being met : **Trainees will need to evidence up to 5 pieces of evidence covering the standards.**
8. Complete the remaining sections and set targets, as appropriate.
* guidance will be given on how to produce and annotate the 5 pieces of evidence.

Indicate achievement to date using the descriptors in the tracker Standard	Tick descriptor achieved to date				
	Not meeting this standard	Working towards this standard (Emerging)	Meeting this standard (Establishing)	Meeting this standard (Embedding)	Meeting this standard (Enhancing)
1 Set high expectations which inspire, motivate and challenge pupils					
2 Promote good progress and outcomes by pupils					
3 Demonstrate good subject and curriculum knowledge					
4 Plan and teach well-structured lessons					
5 Adapt teaching to respond to the strengths and needs of all pupils					
6 Make accurate and productive use of assessment					
7 Manage behaviour effectively to ensure a good and safe learning environment					
8 Fulfil wider professional responsibilities					
Overall attainment at this point					

(Tick to indicate achievement to date)

Pt 2 Personal and Professional Conduct	Achieved:	<input style="width: 100%;" type="checkbox"/>	Not yet achieved:	<input style="width: 100%;" type="checkbox"/>
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Attendance: Please state number of days trainee has attended school Nb. Planned days are the number of days organised for the placement by this point. Attendance are the number of days you have attended those planned days.	Planned Days	Attendance

Key areas of strength to date	Standards

Any areas requiring **attention** to ensure progress in the next part of the placement

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)

Trainee Reflection (Consider how you have identified your **5 pieces of evidence** and what standards have been attained)

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Trainee's Signature: Date	Mentor's Signature: Date:
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PGCE / UG End of Phase Report

End of Assessment Phase 1 Report: Please submit this report by 18th December 2020 for RSA trainees and by Friday 26th February 2021 for all trainees on all other routes

Name of trainee:	Subject:	School:
½ days absent:	Professional Mentor:	Subject Mentor:

- **This is a summative report of the trainee's attainment at the end of the School 1 placement.**
- **The report must be an accurate reflection of attainment against the Teachers' Standards.**
- **The report must not seek to reward effort or intention; neither should it be used as a motivator or an expression of thanks for help given to the department/school by the trainee.**
- **Prior to this report being written, the mentor and trainee should highlight in green the achieved descriptors in the tracker in the trainee's Progress Journal.**
- **Complete the report by considering the trainee's attainment against the descriptors for each Standard in this placement:**
 1. In the left-hand column, please underline all those statements that best describe the trainee's work.
 2. Please note that the text for 'Embedding' and 'Enhancing' describe attainment sequentially in addition to that described in 'Establishing' and 'Emerging'.
 3. In the right-hand column, please write an evaluative comment that provides some context for the trainee's attainment including, where possible, exemplification. Please also indicate next steps for the trainee in addressing that Standard in their on-going professional development.
 4. In the light of attainment against the descriptors and the evaluative comment, please provide a single summative grade for that Standard by circling the appropriate grade ("EMG", "EST", "EMB" or "ENH")
 5. Part 2 of the Standards is assessed on a pass/fail basis only.

S1. Set high expectations which inspire, motivate and challenge pupils

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They constantly encourage pupils to participate and contribute in an atmosphere highly conducive to learning. There are high levels of mutual respect between the teacher and pupils. They are very effective in promoting learners' resilience, confidence and independence when tackling challenging activities. They generate high levels of enthusiasm, participation and commitment to learning. Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school; generate high levels of enthusiasm, participation and commitment to learning.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They are reliable in encouraging pupils to participate and contribute in an atmosphere conducive to learning. They consistently set high expectations of pupils in their different learning contexts. They are well respected by learners and effectively promote pupils' resilience, confidence and independence when tackling challenging activities. Consistently demonstrate positive attitudes, respect for learners, colleagues, parents/carers and support the ethos of the school. Most learners are enthused and motivated to actively participate in learning.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They are able to encourage pupils to participate and contribute in an atmosphere conducive to learning. In the course of differing school experiences they have shown that they have set appropriately high expectations, believing that all pupils have the potential to make progress. They are able to develop a rapport with a range of individuals and groups. As a consequence of this most pupils are engaged in their learning. They consistently demonstrate professional behaviour, respect for pupils, colleagues, parents and carers and support the ethos of the school. They demonstrate enthusiasm for working with children and young people and for teaching and learning.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S2. Promote good progress and outcomes by pupils

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They assume a high level of responsibility for the attainment progress and outcomes of the pupils they teach. They demonstrate confident judgement in planning for pupil progression both within individual lessons and over time and are able to articulate a clear and well-justified rationale as to how they are building on prior achievement. They actively promote engaging and effective methods that support pupils in reflecting on their learning. They are able to set appropriately challenging tasks, drawing on a sound knowledge of the pupils' prior attainment which has been obtained through systematic and accurate assessment. They regularly create opportunities for independent and autonomous learning. As a result the majority of pupils make very good progress.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They assume responsibility for the attainment, progress and outcomes of the pupils they teach. They demonstrate a sound understanding of the need to develop pupil learning over time. Their short and medium term planning consistently takes into account the prior learning of the pupils. They regularly provide pupils with the opportunity to reflect on their own learning and use this, along with other forms of assessment, to inform their future planning and teaching. They use their knowledge of effective teaching strategies to encourage independent learning and they set appropriately challenging tasks which enable the learners to make progress. As a result the majority of pupils make good progress.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They understand how teachers are accountable for the attainment, progress and outcomes of pupils and have taken some responsibility for this with guidance from the usual class teacher or other professional. Their short and medium term planning and teaching demonstrate some understanding of, and provision for, pupil progression taking into account prior achievement. They support pupils in reflecting on their learning and identifying their progress and emerging learning needs. When planning lessons they devise suitable opportunities for learners to evaluate and improve their performance. They are able to explain how effective teaching strategies are informed by an understanding of how pupils learn and offer a rationale for choices made in the context of practice. They plan teaching and learning activities which encourage independent and autonomous learning. As a consequence all groups of pupils make at least satisfactory progress.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S3. Demonstrate good subject and curriculum knowledge

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They draw on their in-depth subject and curriculum knowledge to plan confidently for progression and to stimulate and capture pupils' interest. They demonstrate very well-developed pedagogical subject knowledge, by anticipating common errors and misconceptions in their planning. They are astutely aware of their own development needs in terms of extending and updating their subject, curriculum and pedagogical knowledge in their early career and have been proactive in developing these effectively during their training. They model very high standards of written and spoken communication in all professional activities. They successfully identify and exploit opportunities to develop learners' skills, in communication, reading and writing. If teaching early reading they have an in-depth understanding of systematic phonics and if teaching early mathematics they have an in-depth understanding of different teaching strategies.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They have well developed knowledge and understanding of the relevant subject / curriculum areas they are training to teach and use this effectively to maintain and develop pupils' interest. They make good use of their secure curriculum and pedagogical subject knowledge to deepen learners' knowledge and understanding, addressing common errors and misconceptions effectively in their teaching. They are critically aware of the need to extend and update their subject, curriculum and pedagogical knowledge and know how to employ appropriate professional development strategies to further develop these in their early career. They model good standards of written and spoken communication in all professional activities if teaching early reading they have a well-developed understanding of systematic phonics and if teaching early mathematics they have a well-developed understanding of different teaching strategies.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They have sufficiently secure knowledge and understanding of the relevant subject / curriculum areas to teach effectively in the age phase for which they are training to teach. They know how learning progresses within and across the subject / curriculum age phases they are training to teach, in terms of the development of key concepts and of learners' common misconceptions. They are able to respond appropriately to subject specific questions which learners ask and they use subject specific language accurately and consistently in order to help learners develop knowledge, understanding and skills in the subject. They recognise the need to extend and update their subject and pedagogical knowledge as a key element of continuing professional development and have shown the ability and readiness to do so. They demonstrate an understanding of the need to promote high standards of communication, if teaching early reading they have an understanding of systematic phonics and if teaching early mathematics they have an understanding of different teaching strategies.</p>	
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	<p>Next Steps:</p>

S4. Plan and teach well structured lessons

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They plan lessons that often use well-chosen, imaginative and creative strategies, and that match individuals' needs and interests and engage all learners. Pace of learning is varied and creatively used. They are highly reflective in critically evaluating their practice. They can accurately judge the impact of their practice on individual and groups of learners and can use their evaluation to inform future planning, teaching and learning. They show initiative in contributing to curriculum planning and developing and producing effective learning resources in their placement settings.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They show a willingness to try out a range of approaches to teaching and learning. They plan lessons that take account of the needs of groups of learners and individuals, through the setting of differentiated learning outcomes, carefully matching teaching and learning activities and resources to support learners in achieving these intended learning outcomes. They know how to learn from both successful and less effective lessons through their systematic evaluation of the effectiveness of their practice, including its impact on learners. They make a positive contribution to the development of curriculum and resources in their placement settings.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They employ a range of teaching strategies and resources. They plan individual lessons that are appropriately structured to support pupils in developing their knowledge, skills, understanding, interest and positive attitudes. When teaching they maintain the pace of the learning and can respond to the needs of the learners. They can create an environment in which the learners are usually engaged. They review and reflect on their own planning and teaching to prepare future activities and tasks. They work collaboratively with more experienced colleagues, where appropriate, to adapt and/or develop the school's medium-term plans, schemes of work, and curriculum frameworks.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S5. Adapt teaching to respond to the strengths and needs of all pupils

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They quickly and accurately discern their learners' strengths and needs and are proactive in differentiating and employing a range of effective intervention strategies to secure progression for individuals and groups. Have a good understanding of a range of barriers to learning and employ a range of effective intervention strategies to secure progress for learners/groups and support staff are deployed effectively. They have an astute understanding of how effective different teaching approaches are in relation to impact on learning and engagement of learners with particular needs.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They consistently adapt their teaching to meet the needs of individual and groups of learners to support progression in learning. They know how to secure progress for learners and how to identify when groups and individuals have made progress. They have a range of effective strategies that they can apply to reduce barriers and respond to the strengths and needs of their pupils. They clearly recognise how to deal with any potential barriers to learning through their application of well-targeted interventions and the appropriate deployment of available support staff.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They know the pupils well enough to recognise the different needs and strengths of individuals and groups and begin to adapt their teaching to address those needs and strengths so that learners are supported towards achieving their potential. They are aware of a range of factors that are potential barriers to achievement and understand how experienced teachers use a range of strategies to reduce these barriers. They begin to deploy these strategies themselves, working alongside experienced teachers and support staff as appropriate. They have a developing understanding of the needs of all pupils and are able to articulate different teaching approaches and strategies needed to engage and support pupils with particular needs. When the opportunity has arisen they have used these successfully and are able to evaluate the impact of the adaptations employed, on the progress of individual learners.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S6. Make accurate and productive use of assessment

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: Good understanding of the statutory assessment requirements for the subjects and age phases taught. They can confidently and accurately assess pupils' attainment against national benchmarks. They use a range of assessment strategies very effectively in their day-to-day practice to monitor progress and to inform future planning. They systematically and effectively check learners' understanding throughout lessons, anticipating where intervention may be needed and do so with notable impact on the quality of learning. Use relevant school and pupil data to set challenging targets for groups and individuals; use data to monitor and secure good progress. They assess learners' progress accurately and provide consistent and precise feedback both orally and through marking and they support learners in responding to feedback.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: Good understanding of the statutory assessment requirements for the subjects and age phases taught They are able to assess pupils' attainment accurately against national benchmarks. They employ a range of appropriate formative assessment strategies effectively and can adapt their teaching within lessons in light of pupils' responses. They maintain accurate records of pupils' progress and use these and school and pupil level summative data to set targets. They assess learners' progress regularly and accurately and discuss assessments with them so that learners know how well they have done and what they need to do to improve.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They have a secure understanding of the statutory assessment requirements for the subjects and the age phases they are preparing to teach and are able to make broadly accurate assessments against national benchmarks. Their planning is often informed by the use of a range of formative and summative assessment strategies, designed to support pupils in making progress. They understand how school and pupil level summative data are used to set targets for groups and individuals, and they use that knowledge to monitor progress in the groups they teach. With guidance from experienced teachers, they monitor pupil progress and maintain accurate records, setting new targets for individuals and groups. They mark pupils' work constructively and provide appropriate oral feedback to pupils to help them to make progress.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S7. Manage behaviour effectively to ensure a good and safe learning environment

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They rapidly adapt to the different circumstances in which they train, working confidently within the frameworks established in different settings and applying rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these very effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment highly supportive of learning. They manage pupil behaviour with ease so that learners display very high levels of engagement, courtesy, collaboration and co-operation. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They work within the school's framework for behaviour and apply rules and routines consistently and fairly. They consistently have high expectations and understand a range of strategies that experienced teachers use to promote positive behaviour and apply these effectively, including use of school sanctions and rewards, and use of praise, in order to create an environment supportive of learning. They manage behaviour effectively so that learners demonstrate positive attitudes towards the teacher, their learning and each other allowing lessons to flow smoothly so that disruption is unusual. They actively seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They work within the school's framework for behaviour and can apply rules and routines consistently and fairly. They have high expectations and are aware of the range of strategies that experienced teachers use to promote positive behaviour. They are able to apply these appropriately, in the context of the schools policy using sanctions and rewards, including praise, in order to create an environment supportive of learning so that disruption is unusual and learners are involved and motivated. They can establish good relationships with learners and mostly exercise appropriate authority and they understand when to seek additional support in addressing the needs of pupils where significantly challenging behaviour is demonstrated.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

S8. Fulfil wider professional responsibilities

Best Fit Grade: **EMG EST EMB ENH**
(circle)

<p>Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.</p>	<p>End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps</p>
<p>Enhancing Trainee teachers achieving the Standard at this level will have demonstrated that: They are proactive in seeking out opportunities to contribute in a significant way to the wider life and ethos of the school. They build strong professional relationships and demonstrate that they are able to work collaboratively with colleagues on a regular basis. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They critically evaluate their professional practice to identify challenging/focused targets and deliberately seek out opportunities to develop their own professional learning and respond positively to all the feedback they receive. They communicate very effectively, both verbally and in writing, with parents and carers in relation to pupils' achievements and well-being.</p>	<p>Achievements:</p>
<p>Embedding Trainee teachers achieving the Standard at this level will have demonstrated that: They regularly contribute to the wider life and ethos of the school. They are effective in building good professional relationships with colleagues and demonstrate that they can work well collaboratively when required to do so. They take responsibility for deploying support staff in their lessons and for seeking advice from relevant professionals in relation to pupils with individual needs. They are proactive in relation to their own professional learning and value the feedback they receive from more experienced colleagues, using it to develop their own teaching further. They communicate effectively with parents and carers in relation to pupils' achievements and well-being.</p>	
<p>Establishing Trainee teachers achieving the Standard at this level will have demonstrated that: They understand and are able to support the ethos of the school and show an inclination to contribute to the wider life of the school in appropriate ways. They can build effective professional relationships with various colleagues and have the skills required to work collaboratively. They communicate with and direct support staff deployed in their lessons. They understand when to ask for information and advice from specialist staff about individual pupils with specific needs. In evaluating their own practice they are able to identify subsequent or on-going personal professional development targets and identify opportunities to address and meet these targets. They recognise the importance of communicating with parents and carers in supporting pupils' achievement and monitoring pupils' well-being.</p>	<p>Next Steps:</p>
<p>Emerging Trainee teachers achieving the Standard at this level will have demonstrated that: They are beginning to address some of the elements of the Standard but have not yet met the level required sufficiently or consistently to be judged as Establishing.</p>	

Part 2. A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Best Fit: **Achieving** **Not Achieving**
(circle)

Trainee Teacher's Attainment This column illustrates the link between the Formative Feedback Guidance and the numerical grades.	End Point Report - completed by mentors. Please comment on the trainee's achievements and progress with this Standard and suggest next steps
<p>Achieving</p> <p>Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>They have a commitment to the teaching profession, and are able to develop appropriate professional relationships with colleagues and pupils. They have regard to the need to safeguard pupils' well-being, in accordance with statutory provisions. They understand that by law schools are required to teach a broad and balanced curriculum and they are beginning to develop learners' wider understanding of social and cultural diversity.</p> <p>They are willing to assume an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They adhere to school policies and practices, including those for attendance and punctuality.</p> <p>They have a broad understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are aware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document.</p>	<p>Achievements:</p>
<p>Not Achieving</p> <p>Trainee teachers achieving the Standard at this level will have demonstrated that:</p> <p>They inconsistently demonstrate a commitment to the teaching profession. They are not consistent in developing appropriate professional relationships with colleagues and pupils. They do not fully understand the need to safeguard pupils' well-being, in accordance with statutory provisions. They do not fully understand that, by law, schools are required to teach a broad and balanced curriculum and they do not always take responsibility to develop learners' wider understanding of social and cultural diversity.</p> <p>They do not always take an appropriate degree of responsibility for the implementation of workplace policies in this training setting. They do not always fully adhere to school policies and practices, including those for attendance and punctuality.</p> <p>They have not yet developed a broad enough understanding of their statutory professional responsibilities, including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current equality legislation. They are not fully aware of the professional duties of teachers as set out in the statutory <i>School Teachers' Pay and Conditions</i> document.</p>	<p>Next Steps:</p>

Key areas of **strength** to date

Standards

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Any areas requiring **attention** to ensure progress in Phase 2

Area and Standard	Action required	Success criteria	Cause for Concern? (Y/N)

In the light of the information above, should the **Rapid Improvement Target** process be put in place to address any of the areas above that are a cause for concern?

(Y/N)

Trainee's Signature:

.....

Mentor's Signature:

.....

Date

.....

Date:

.....

Selection of schools for School Based Training Placements

Schools willing to offer SBT training placements submit an Expression of Interest Form, which is circulated by the Education Partnership Co-ordinators.

Schools are then selected to host trainees based on:

- Tutors' professional evaluation of the quality of provision within the school and the specified department
- The geographical location of schools aligned to trainees' commute

Quality Assurance procedures

As part of all programmes BCU tutors work closely with School Based training providers. They Quality Assure the Subject Mentoring process by conducting joint lesson observations and participating in Subject Mentor meetings. In addition, tutors review the quality of feedback in trainees' Progress Journals at every Progress Review meeting and moderate judgements made at mid-point and end point reviews based on the quality of evidence presented by the trainee.

When issues with quality of a SBT placement arise the link tutor will address this informally with the Professional Mentor and if required escalate the concern to the Programme Lead for further action.

Placement Review Procedure

Schools and tutors have the ability to end a SBT placement if the relationship between the trainee and the school is not securing successful outcomes. In these cases, the university will initiate a Placement Review Process. Within this process a BCU staff member not associated with the Secondary Partnership will review statements from:

- The Trainee
- The school
- And the tutor

The outcomes of the review are shared with the trainee, the Programme lead, the school and the BCU Strategic lead for Secondary Partnerships and the university will seek a resolution aligned to the outcomes of this review.

In school Direct schools the School Direct lead will complete this review process independent of the BCU nominated reviewer.

Management of ITE Partnerships

BCU works within national guidance for ITE partnerships. You can review this guidance and the BCU response [here](#):

[QAA Code of Practice for Placements \(PDF\)](#)

Funding for Core School Based Training Placements

Schools are remunerated for hosting a BCU trainee teacher:

- School Experience 1 / Phase 1 Payments are £350 per trainee,
- School Experience 2 / Phase 2 Payments are £650 per trainee.

Payments to schools are made after the scheduled end date for the placement. In order to trigger the payment process schools must submit the end of placement paperwork to the Education Partnerships team. Relevant documentation will include the following:

- Completed and signed attendance letter from Initial School Engagement Week Placement and/or Enrichment Placement
- Completed and signed End of Placement Report for each trainee from Birmingham City University attending the school for a placement.
- Completion of the online mentor survey (an online survey link is sent out towards the end of each placement).

Payments Process

Existing school partners receive a Purchase Order Number - sent to your finance officer - once end of placement documentation is received.

If you are a new school partner, or one who has not supported BCU trainees for the last two academic years, we will need the following documentation in order to organise payment. Please submit these in advance of the end of each School Experience / Phase.

- A completed 'New Supplier Form' (document here [New Supplier Form](#))
- A copy of the school bank details (Sort Code/Account Number) on a letter-headed document.
- A copy of the school's public liability insurance.

Once you are registered as a supplier for BCU, the Education Partnerships Team will issue your PO no. when the listed requirements above are submitted.

Please return all above documents to education.partnerships@bcu.ac.uk.

Upon receipt of the PO no you then need to send an invoice to the finance team using the email invoice@bcu.ac.uk

- The invoice must have the PO reference number
- The invoice must be in PDF format
- The invoice must have the school's own reference
- The invoice must have a date

Funding for SD School Based Training Placements

Funding for SD partners is identified when the Partnership Agreement is confirmed.

Equal Opportunities Policy

The University is committed to eliminating discrimination and creating an inclusive culture based on merit where everyone has an equal chance to succeed, and where collectively we can advance equality and fairness.

This policy incorporates all relevant employment legislation and is underpinned by the University's Core Values. Whilst it does not form part of an employee's contract of employment and may be amended from time to time, all employees need to comply with the requirements of relevant equality legislation. 2 Equality, Diversity and Inclusion Policy approved by HR Committee March 2021 Any breaches of this Policy, will be managed in accordance with the University's Disciplinary Policy.

Fitness for Practice Policy and Procedure

The university adheres to a Fitness to Practice policy which is outlined below. Partners can request to see this policy by contacting the relevant Programme lead or Co-ordinator.

A.1. Purpose

A.2. Statutory basis

Section B PROTECTING THE HEALTH, EDUCATION AND WELFARE OF PUPILS

B.1. Protecting the Health, Education and Welfare of Pupils

B.2. The Disability Discrimination Act 2005 and the concept of reasonable adjustment;

B.3. Medical advisers.

Section C Medical fitness for Initial Teacher Training (ITT)

Flowchart - Procedures for ITT Providers

C.1. Entry to ITT courses-principles

C.2. Administration of applications/health declarations

C.3. Declaration of health

C.4. Role of medical advisers to Initial Teacher Training providers

C.5. Procedures for appeals

C.6. Making medical information available to other providers

C.7. Confidentiality

C.8. Information to be given to employers

C.9. Medical fitness in training

C.10. Failure to disclose relevant medical information and providing false information

Section D- Medical fitness for Employment as a Teacher

Flowchart - Employers' responsibilities for assessing health and physical fitness

D.1. All teacher appointments

D.2. Teachers on first appointment

D.3. Entry to teaching by employment-based routes

D.4. Employment in the Further Education sector

D.5. Teachers changing schools

D.6. Supply teachers engaged through employment agencies or businesses

D.7. Non-teaching jobs covered by the Regulations

Section E Staff who become medically incapable in service,

E.1. Monitoring staff sickness absences

E.2. Suspension or dismissal

E.3. Ill Health Retirement Benefits

Section F Barring and Restricting Employment on medical grounds

F.1. Barring - Secretary of State's powers

F.2. Barring - procedures

F.3. Barring -review

Additional policies can be sourced through direct contact with the Head of Department -
karen.mcgrath@bcu.ac.uk.

Covid-19 Policy

All our trainees have been 'attached' to one school during this academic year to mitigate for issues that arise during the pandemic. Their resilience and flexibility will stand them in great stead for their future careers.

Furthermore, following the recent Government announcement that schools may not fully re-open to all pupils until 8th March at the earliest, we wanted to update you with the plans and expectations for the trainee teachers you are currently supporting.

- Your PGCE student(s) will continue to support learners in classrooms and online and work closely with class teachers and with departmental colleagues.
- Formal lesson observations will be challenging to organise during this time but trainees will benefit from informal feedback, team teaching, professional discussions about the approaches to teaching and learning, particularly online teaching and learning, the progress of pupils and weekly professional discussions.
- Trainee teachers this year may not have equitable experiences in schools. All trainees will be judged against Teachers' Standards in the context in which they are working alongside teachers in school. **The Progress Assessments, made at Progress Meetings will be made as 'best fit' judgements and Teachers Standards' should be considered as a whole rather than a series of bullet points to be met.**

Covid-19 Guidance

Partnership Covid-19 Guidance

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