

MEMORANDUM OF UNDERSTANDING & PARTNERSHIP AGREEMENT

Appendix A Partnership Agreement for the Bright Futures SCITT. This agreement sets out the roles, responsibilities and quality assurance procedures for partner schools and stakeholders.

PURPOSE OF THE PARTNERSHIP AGREEMENT: BACKGROUND.

1. Bright Futures SCITT work in partnership to offer school-centred initial teaching training. The Bright Futures SCITT is engaged in the training and development of the next generation of outstanding practitioners.

The purpose of this document is to set out expectations, roles and responsibilities of all partners involved in the SCITT

2. PARTNERSHIP AIMS AND OBJECTIVES

2.1 The over-arching aim of this alliance is to work in partnership to provide high-quality teacher training and education. We aim to ensure our trainees train to be teachers by spending most of their time in high-quality school environments, through a school-led approach. Our trainees receive support and training from skilled teachers and practitioners, who are passionate about providing the very best standards of education. By being part of a school alliance/partnership, our trainees will have the opportunity to develop a long-term career pathway within education, from the very first day of their training. As the Bright Futures SCITT and Bright Futures Teaching School Hub, we aim to improve the quality of education for children and young people by supporting teachers, championing great teaching, and raising the status of the profession. We work closely with research schools and our Maths Hub and all our higher education partners to be the conduit to a more evidence-informed profession, and to provide access to the best professional knowledge and intellectual challenge.

3. SCITT specific objectives are:

To increase the geographical reach of teacher training/Bright Futures SCITT within the North West by producing high-quality and highly employable teachers for the local North West workforce and beyond;

- To deliver high-quality, innovative, research-led practice;
- To develop reflective and responsive practitioners who maintain and practice these approaches over time;
- To foster practice which promotes high-quality outcomes for learners;
- To ensure a supportive and nurturing environment which will allow trainees to flourish;
- To inspire a high level of professional conduct, which reflects our key values of integrity, ambition and passion.
- Our partnership is central to all that we do. All our actions are centered around building deep, sustainable and productive relationships.

4. ITT Objectives:

- To comply with the statutory requirements for ITT
- To enable all trainees at the end of their training programme to meet the Teachers' Standards for Qualified Teachers' Status (QTS 3-7, QTS 5-11 or QTS 11-16) or Early Years Teachers' Standards (EYITT 0-5)
- To take account of individual training needs through additionality and enhancement;
- To convey to trainees the excitement and enjoyment inherent in the teaching and learning process;

- To broaden and develop subject knowledge in line with current subject specifications at Key Stage 1–5 or at EYFS;
 - To develop the ability to work in a range of complimentary and contrasting contexts;
 - To instill in trainees a commitment to the success of each individual learner;
 - To deliver a rich training curriculum which embeds the ITT Core Content Framework to allow for a smooth and progressive transition when progressing as an Early Career Teacher (ECT), by covering the five key pillars;
 - To deliver beyond the ITT Core Content Framework through our sixth pillar of Mental Health and Well-being.

ITT Core Framework – 5 Core Areas:

- **Behaviour Management**, behaviour management is addressed in High Expectations and Managing Behaviour (TS1 and TS7)
- **Pedagogy**, pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4, TS5)
- **Subject and Curriculum** TS 3
- **Assessment** TS 6
- **Professional Behaviours** TS 8

| The Bright Futures SCITT | |
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| Any school or setting that is hosting and therefore supporting with training is agreeing to accept the terms and conditions of this agreement and is confirming that they will adhere to the roles and responsibilities detailed. | |
| Recruitment and Selection | |
| The SCITT will: | School/College/Setting will: |
| <ul style="list-style-type: none"> • In collaboration with the partnership, conduct a high-quality, open and transparent recruitment and selection process in line with the ITT criteria. • Ensure all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these. | <ul style="list-style-type: none"> • In collaboration with Bright Futures SCITT, conduct a high quality, open and transparent recruitment and selection process in line with the ITT criteria • In respect of School Direct salaried trainees and the EYITT employment based route, the school, college or setting will ensure that all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these. |

| Prior to commencement of Placement | |
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| The Bright Futures SCITT will: | School/College/Setting will: |
| <ul style="list-style-type: none"> • Prior to embarking upon a placement all trainees will have had an induction to the programme, outlining, programme expectations, the code of conduct, health and safety, safeguarding, finance. In addition, they will have been introduced to The Prevent Duty and gained an understanding of their responsibilities with regard to the advice given*. • Promote and advance equality and diversity and eliminate discrimination. • Allocate trainees to placements based on their identified training needs. • Provide specific guidance to explain the requirements for each placement and guidance on how to support the trainee throughout their training in the setting. • Have an overview of the progress and tracking system for the placement | <ul style="list-style-type: none"> • By offering Placement opportunities and enhancements to trainees, accept they are agreeing to the terms and conditions of this agreement and will adhere to the terms and conditions of the ITT Partnership Agreement prior to training any trainees. • Promote and advance equality and diversity and eliminate discrimination. • Have a written Health and Safety Policy in place. • Ensure that all trainees are provided with the following at the commencement of their training in each school: <ul style="list-style-type: none"> - 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. - Note for 2021: (and beyond if required) trainees should be given sight of the school's/setting's COVID-19 risk assessment and procedures /information for staff. - Introduce the setting's safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their responsibilities. - Introduction to the schools/settings health and safety policy including the fire evacuation policy • Agree that the Bright Futures SCITT can store and utilise school, college, setting, information that it holds and use that information for enhancing the training and education it provides. • Appoint a trained Professional Mentor who will liaise with The Bright Futures SCITT to ensure that all training in the setting is of high quality, all trainees are receiving their entitlement and that the required SCITT paperwork is returned on the prescribed dates (including, interim report forms, summative report form and any requested evaluations). • Ensure correct contact details for the setting (including email addresses) are provided. • Provide a class/subject mentor that has QTS or for the EYITT (early years employment based route) the mentor must hold a suitable EY qualification and have mentoring experience. |
| <ul style="list-style-type: none"> • Offer Mentor Training outlining the process and procedures to enable schools and settings to evaluate the progress of all trainees accurately and consistently (see relevant Placement handbook) | <ul style="list-style-type: none"> • Ensure all mentors working with trainees have QTS or EYTS (or equivalent) • Ensure all mentors working with trainees have a clear understanding of the most recent Teachers' standards for the relevant age phase and The Bright |

| <ul style="list-style-type: none"> Remain accountable for all progress evaluations and recommendations. | Futures SCITT progress review processes and procedures (see relevant Placement handbook) | | | | | | | | | | | | |
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| <ul style="list-style-type: none"> Outline the payment for any placement when confirming the offer of a placement has been accepted and a trainee has been allocated. In circumstances where trainees do not complete their Placement in full as originally agreed, for whatever reason, any payments will be subject to a reduction on a pro-rata basis, to fairly represent the work undertaken. | <ul style="list-style-type: none"> Ensure all mentors engage in mentor training and are aware of and familiar with, all the required SCITT paperwork that they must complete For a trainee that leaves placement early, for payment to be received by the school/setting an interim or summative report form must be received. The request for the relevant form will depend on when the trainee left placement and will be advised by Bright Futures SCITT. | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Portion of Placement completed/ attended</th> <th>Pro-rata payment amount</th> </tr> </thead> <tbody> <tr> <td>Up to and including 5 days completed/ attended</td> <td>£10 per day attended (Maximum of £50)</td> </tr> <tr> <td>Over 5 days and up to 25% of agreed days completed/ attended</td> <td>25% of agreed payment amount</td> </tr> <tr> <td>26% - 50% of agreed days completed/ attended</td> <td>50% of agreed payment amount</td> </tr> <tr> <td>51% - 75% of agreed days completed/ attended</td> <td>75% of agreed payment amount</td> </tr> <tr> <td>76% - 100% of agreed days completed/ attended</td> <td>100% of agreed payment amount</td> </tr> </tbody> </table> | Portion of Placement completed/ attended | Pro-rata payment amount | Up to and including 5 days completed/ attended | £10 per day attended (Maximum of £50) | Over 5 days and up to 25% of agreed days completed/ attended | 25% of agreed payment amount | 26% - 50% of agreed days completed/ attended | 50% of agreed payment amount | 51% - 75% of agreed days completed/ attended | 75% of agreed payment amount | 76% - 100% of agreed days completed/ attended | 100% of agreed payment amount | |
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During Placement

| The Bright Futures SCITT will: | School/College/Setting will: |
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| <ul style="list-style-type: none"> Ensure compliance of trainees' timetables. Ensure trainees receive their Collaborative Progress Review meeting(s) (CPR) Engage with the trainees and mentors ensuring regular communication Report any safeguarding concerns that might be shared with the Bright Futures SCITT* Seek the voice of the alliance to continue to make improvements to the SCITT programmes | <ul style="list-style-type: none"> Ensure all mentors are fully aware of their roles and responsibilities, including: Establishing trusting relationships, modelling high standards of practice, and understanding how to support a trainee through initial teacher training, Hold weekly progress review meetings to provide formal feedback on the trainees progress and areas for development Supporting trainees to develop their teaching practice in order to set high expectations of all pupils and meet their needs, Setting high expectations and inducting the trainees to understand their roles and responsibilities as a teacher, Ensure completion of trainees' timetables in accordance with the requirements of that placement. Monitor trainee progress and share this with Bright Futures SCITT including placement interim and summative reports Provide trainees with enhancement opportunities/CPD according to their need in line with the ITT Core Content Framework : |

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| <p>*Please note the Bright Futures SCITT has a Safeguarding whilst on placement policy which is available on our website/on request.</p> | <ul style="list-style-type: none"> • Behaviour management - behaviour management is addressed in High Expectations and Managing Behaviour (TS1 and TS7); • Pedagogy - pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (TS2, TS4, TS5); • Subject and Curriculum TS 3 • Assessment TS 6 • Professional behaviours TS 8 <ul style="list-style-type: none"> • Ensure that all trainees are able to train across appropriate key stages/age phases and qualification levels, as appropriate, to gain the breadth and depth of experience required. • Engage, if required with the external moderator process. • Facilitate hosting a SCITT member of staff for the collaborative progress review meetings (CPR) • Report any safeguarding concerns to the SCITT if required* • Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainees to use. • Provide access to ICT equipment with internet connection at a level appropriate to the number and requirements of the trainees. • Provide trainees with lanyards, keys and door passes as appropriate/required. |
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| After Placement | |
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| <p>The Bright Futures SCITT will:</p> | <p>School/College/Setting will:</p> |
| <ul style="list-style-type: none"> • Track trainee progress over all placements | <ul style="list-style-type: none"> • Ensure that all required reports are completed to a high quality and returned on the prescribed dates • Provide feedback on all of the SCITT procedures, through participation in evaluation and/or working as part of the SCITT development group. |



SCITT Partnership Agreement

Confidentiality

Neither party will divulge, or allow to be divulged, to any person, any confidential information which may become known or come into its possession, or that of any of its employees regarding the activities of the other, without the express agreement in writing of the other party.

Please note this partnership agreement covers all future work with the Bright Futures SCITT until further notice.