

### Our approach to Partnership Development

**Inform** - through a variety of platforms, we disseminate the development regarding ITT, we offer useful information about our SCITT and ITT offer, and approach and we inform and how schools can get involved with the SCITT. This through newsletters, web- site information, social media, and direct mail.

**Consult** - we consult with all partners to ensure that they have input into the design of the curricula materials, and the development of the SCITTs policies and procedure. This helps shape the future direction of our offer and support and ensure that our ITT provision meets the needs of our local area and the schools within it.

**Involve** - we want all schools to have the opportunity to be involved with ITT and we work on a bespoke basis to design a hub model that suits the needs to the school/Multi-Academy Trust/provider.

Our engagement will embrace our key values in every aspect:



#### Integrity

We value and promote integrity in all our actions, partnerships and relationships. It ensures we remain honest, fair and do the right things for the right reasons.



#### Passion

We value the enthusiasm, drive and energy we have in the pursuit of excellent outcomes for all our partner schools.



#### Community

We work hard to strengthen, respect, connect with and provide care for the diverse community of schools we serve.

- As a SCITT and since double TSH designation, we are proactive in promoting the 'Golden Thread' of teacher development including teacher training.
- We attend local ITT events and meetings, including meetings with the local HEIs. This positions us well, gives us great insight into the local ITT needs supporting us to develop our ITT provision to address such recruitment demands.
- As a TSH, we also meet key stakeholders across our designated local authority areas where we provide regular teacher development updates. This gives us huge insight regarding school development and quality, which is useful when selecting partner schools.
- We have a thorough partnership agreement outlining the expectation of our partner schools as well as what schools can expect from us. We are clear that high quality provision must be offered, or we will not continue to place trainees within the setting, our triangulated collaborative progress review meetings (CPR) allow us to quality assure the provision and helps us to identify if there is a training need which we are always happy to address and support.

### School Placements

- The SCITT work with partners within the TSH to establish models of delivery for ITT, drawing on our expertise in leading a SCITT, and wider ITT expertise across the TSH. To create a more co-ordinated approach.

- Our school placement capacity covers all ages phases and subject areas, we also have a real variety of schools offering contrasting experiences and placements we will utilise. Our school partners include selective grammar schools, single sex schools/academies, co-educational community high schools, co-educational grammar schools, special education settings, pupil referral units, primary settings 2-11 years, private and voluntary independent nurseries, and primary settings 5-11 years. This diverse network of schools attracts a diverse cohort of trainees. We also have MAT to MAT agreement in place (see partnership overview)
- Do not shy away from using schools in areas with high levels of challenging socio-economic circumstances and we also use schools graded RI, this is because we understand a high percentage of our trainees are likely to be seeking employment with these areas and schools, areas that have seen historically high teacher attrition and we want to support our schools be supporting them shape and employ their future teachers.