

MEMORANDUM OF UNDERSTANDING & PARTNERSHIP AGREEMENT

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

PURPOSE OF THE PARTNERSHIP AGREEMENT: BACKGROUND.

1.1 Bright Futures SCITT work in partnership to offer school-centred initial teaching training (SCITT). The 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 the SCITT 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, mentors and practitioners, who are passionate about providing the very best standards of education. By being part of Bright Futures SCITT, 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, 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.

2.2 SCITT specific objectives are:

To increase the geographical reach of Bright Futures SCITT and our teacher training provision 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 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 high levels of professional conduct, which reflect our key values of integrity, community and passion.
- Our partnership is central to all that we do. All our actions are centred around building deep, sustainable relationships.

2.3 ITT Objectives:

- To comply with the statutory requirements for ITT
- To enable all trainees following a training programme to meet the Teachers' Standards for Qualified Teacher Status (QTS 3-7, QTS 5-11, QTS primary SEND, 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 and goes beyond 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 a rich training curriculum; our curriculum is divided into **Learning Themes and Learning Strands**. The themes develop trainees understanding and practice, and assesses learning. Learning strands reflect the Bright Futures SCITT values and shape reflection, discussion, planning and evaluation

<p>ITT Core Framework -five areas:</p> <p>- Behaviour Management, behaviour management is addressed in High Expectations and Managing Behaviour</p> <p>Pedagogy, pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching</p> <p>Subject and Curriculum</p> <p>Assessment</p> <p>Professional Behaviours</p>	Bright Futures SCITT Curriculum				
	Learning Themes				
	Thinking Professional	Building a learning culture	Planning for learning	Purposeful Assessment	Developing Partnerships
	Learning Strands	Subject Knowledge			
		Equity, Diversity and Inclusion			
Adaptive Practice					
Mental health and wellbeing					

Bright Futures SCITT	
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	
Bright Futures 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	
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. • Introduce the setting’s safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their responsibilities. • GDPR: 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 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"> • Outline the process and procedures to enable schools and settings to evaluate the progress of all trainees accurately and consistently (see relevant Placement handbook) • Remain accountable for all progress evaluations and recommendations. 	<ul style="list-style-type: none"> • Ensure all mentors working with trainees have a clear understanding of the most recent Teachers’ standards for the relevant age phase and the Bright Futures SCITT progress review processes and procedures (see relevant Placement handbook)
<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. 	<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

During Placement	
Bright Futures SCITT will::	School/College/Setting will:

<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 SCITT • Seek the voice of the partnership to continue to make improvements to the SCITT programmes (through the steering group) 	<ul style="list-style-type: none"> • Ensure all mentors are fully aware of their roles and responsibilities, including: <ul style="list-style-type: none"> ○ 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 to support further development of Bright Futures curriculum themes and strands • 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 work space for trainees to use. • Provide access to ICT equipment/internet connection.
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After Placement	
<p>Bright Futures SCITT will:</p> <ul style="list-style-type: none"> • Track trainee progress over all placements 	<p>School/College/Setting will:</p> <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, when requested potentially through participation in evaluation and/or working as part of the SCITT steering group.

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 sign to accept these terms and return a scanned copy to HLangmead-Jones@bright-futures.co.uk .

Bright Futures SCITT



Signature:

Please Print Name:

Position:

Date: