


Embrace SCITT

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CEO & Accounting Officer Ms A Y Holdsworth MBE

Head of SCITT Mr J Findlay-Pidcock



Embrace SCITT School Partnership Agreement

BETWEEN

[SCHOOL NAME INC. ADDRESS] & EMBRACE SCITT

Purpose

School Partners are essential and core to the efficient and effective training of new teachers. This agreement outlines the role and responsibilities of Embrace SCITT as an Initial Teacher Training (ITT) provider and the placement school as a Partner and Facilitator of ITT. It specifically outlines the responsibilities of key partners regarding the school-based element of ITT. The Partnership Agreement applies to all schools associated with Embrace SCITT and its Lead Partners. The Sea View Trust is the Accredited Provider, operating as 'Embrace SCITT' is designated by the Department for Education (DfE) to deliver ITT. Embrace SCITT is overseen by a Strategic Leadership Group consisting of Headteachers, Trust Leaders and Teaching School Hub Leads from the North West.

Every member of the SCITT Team, including Lead Partners, Placement Schools, Mentors and Delivery Partners agree that our Partnership will work best with the same values of **collaboration, working hard and professionalism**.

Role & Responsibilities

Within Embrace SCITT, we have a number of key and essential roles in order to ensure the efficient operation of the ITT programmes. There may be occasions where people or organisations fulfil multiple roles. Where this is the case, a Partnership Agreement will be in place for each role.

"Accredited Provider" - The accredited ITT provider has been awarded accreditation and has full and final accountability for all aspects of training design, delivery, and quality across the partnership. The accredited ITT provider is liable for the quality of provision, governance, internal controls, and will be accountable and responsible for public funds spent for the purposes intended across its ITT partnership. **The Accredited Provider is The Sea View Trust.**

"Lead Partner" - Lead partner(s) will work within the ITT partnership and have a partnership agreement with the accredited ITT provider. Lead partners may be higher education institutes (HEIs), schools, trusts or other types of organisations (including Teaching School Hubs) who have the capacity and expertise to take on significant operational or strategic roles in the ITT partnership. They will work in collaboration with their accredited ITT provider.

"Placement Schools" - A school which has the capacity to provide high-quality general school placements for ITT trainees and supply mentors. Placement schools or other school partners may have the capacity and expertise to offer the school-based element of Intensive Training and Practice for the ITT partnership.

"Delivery Partner" - An appropriate expert individual or organisation, commissioned by the SCITT and its Lead Partners, with responsibility for; curriculum content development, delivery and/or review.

"Lead Mentor" - A person, appointed by the SCITT and its Lead Partners, with responsibility for overseeing the progress, achievement and pastoral welfare of a cohort of Trainee Teachers.

Communication

Communication between Partners is essential to ensure we can support Schools, Mentors and Trainees to secure excellent training for Trainee Teachers.

Embrace SCITT including Lead Partners:

- Survey schools regarding hosting placements, including capacity, phases and subjects.
- Inform schools of the allocated Trainees who will be completing placements.
- Distribute regular programme updates, including upcoming deadlines and programme requirements.
- Maintain a database of contact details for Trainees and their Emergency Contacts.
- Provide Trainees with an appropriately secure SCITT email address.
- Utilise an online platform to regularly monitoring Trainee progress.
- Not provide unnecessary communication which can become overly burdensome on Schools.

Placement Schools (including Mentors*):

- *Where required, respond to communication promptly.*
- *Monitor and check-in with the Trainee's wellbeing on a daily basis.*
- *Inform the SCITT Team of any concerns with a Trainee's progress, wellbeing or safety immediately.*
- *Provide an email address of a point of contact for the Embrace SCITT team to contact school-based staff if required.*

Coordination & Delivery of Training

Embrace SCITT is responsible for providing excellent training for both Trainees and Mentors.

Embrace SCITT including Lead Partners:

- Inform Placement Schools about the ITT curriculum.
- Establish a training calendar for the centre- and school-based element of the programme.
- Provide materials to support all Mentors to fully understand and complement the centre-based training of the programme.
- Devise a full, evidence-informed Mentor training curriculum including materials.
- Monitor the impact of the quality of training for both Trainees and Mentors on Trainee progress.
- Inform Placement Schools of potential and inevitable amendments to the training calendar in good time.
- Provide clear guidance on the requirements of Mentors and Trainees on school-based training.

Placement Schools (including Mentors*):

- *Meet with Trainees at least weekly to review Trainee progress and complete necessary administrative tasks, e.g. Weekly Meeting forms.*
- *Inform the SCITT team (typically via the Lead Mentor) if there are any concerns regarding a Trainee's progress as soon as possible.*
- *Engage with, and attend, Mentor Training where required.*
- *Complete the requirements of the training programme, e.g. a minimum of one formal lesson observation with comprehensive feedback per week.*
- *Utilise the provided ITT curriculum information to support Trainee understanding and progress.*

Quality Assurance (QA) Practices

QA will support Embrace SCITT's evaluation of the quality of education and training. Embrace SCITT will utilise a range of QA activity in order to understand our strengths and our areas for development.

Embrace SCITT including Lead Partners:

- Devise a robust and multi-faceted strategic QA plan to understand the SCITT's quality of education and training, including centre- and school-based training.
- Conduct QA activity appropriately focussing on support and driving improvement and development.
- Doing QA *with* Partners, not *to*.
- Be honest, respectful and courteous; acknowledging the local context and challenges.
- Use QA to focus on the identification of improvement priorities and work hard to achieve these collaboratively.

Placement Schools (including Mentors*):

- *Collaborate in the QA processes to reflect on current practice and develop, providing exceptional school-based training for Trainees.*
- *Be honest, respectful and courteous*
- *Supporting SCITT Leaders to understand the local context and challenges.*

Content, Delivery and Monitoring the impact of the ITT Programmes

Our programme is knowledge-rich, evidence informed and delivered by school-based experts.

Embrace SCITT including Lead Partners:

- Engage with Placement Schools to receive contribution to the SCITT programmes.
- Design, in collaboration with expert Delivery Partners, School-Based Mentors and other key colleagues, a knowledge-rich, evidence-informed centre-based training curriculum, utilising the most current educational research and theory.
- Design, in collaboration with expert Delivery Partners, School-Based Mentors and other key colleagues, a complementary school-based training curriculum, supporting Trainees to apply their centre-based training to the classroom and improve outcomes for pupils.
- Develop and distribute curriculum support materials for all ITT programmes.
- Commission an appropriate, high-quality Postgraduate Certificate of Education provider from a higher education institute (HEI) which complements the ITT curriculum.
- Commission expert Delivery Partners to support the delivery of centre-based training.
- Designate and deploy appropriately expert Lead Mentors to collaborate with School-Based Mentors, moderate and QA training support.
- Utilise the QA strategy effectively to monitor the impact of the ITT programmes.
- Design, deliver and monitor the impact of an evidence-informed, flexible Mentor curriculum on Mentor and Trainee development.
- Contact other Providers of ITT to ascertain Mentor Training records.

Placement Schools (including Mentors*):

- *Provide appropriate subject- and/or phase-based experts to support Trainee teachers in their school-based training.*
- *Support SCITT Leaders in identifying the most crucial knowledge to prepare Trainees for the classroom in the centre- and school-based training curriculum.*
- *Deliver the school-based training curriculum with fidelity, ensuring local support is provided to contextualise and exemplify the centre-based training curriculum.*
- *Agree to Embrace SCITT sharing Mentor Training records with other ITT providers.*

Policies for equality of opportunity

Embrace SCITT has a specific policy to ensure equality of opportunity for Trainees and other stakeholders. This is available on the SCITT website.

Embrace SCITT including Lead Partners:

- Ensure that the SCITT has, and abides by, policies for equal opportunity, ensuring that all Partners are protected.
- Ensure that no stakeholder experiences discrimination, in any form, particularly related to the protected characteristics identified in the Equality Act (2010).

Placement Schools (including Mentors*):

- *Adhere to the SCITT's policies in relation to equal opportunity.*
- *Inform SCITT Leaders of any suspected discrimination that a stakeholder may be subjected to.*

Organisation and management of the partnership

All stakeholders involved in the ITT partnership have a shared responsibility to ensure that they are appropriately prepared for their role and able to support a high quality training experience for trainees.

Embrace SCITT including Lead Partners:

- Know and understand the Initial Teacher Training Early Career Framework (2024) and the Teachers' Standards (2012) (DfE)
- Observe the requirements expressed in the ITT for the inspection of initial teacher education (OfSTED, 2020)
- Ensure an appropriately experienced Strategic Leadership Group is in place to provide challenge to SCITT Leaders regularly.
- Ensure an appropriately experienced Operational Leadership Group is in place, with identified responsibilities for programme and regional leadership to ensure the efficient day-to-day working of the SCITT.
- Ensure financial accountability is provided in line with the Trust's Financial Handbook.
- Identify and engage with a Student Voice Forum to review and ensure the Trainee experience remains high-quality.
- Appoint a suitable Assessment Board to monitor Trainee progress and award Qualified Teacher Status in line with DfE Compliance criterion.

- Develop an ITT Mentor Network which meets regularly to provide quality feedback to SCITT Leaders.
- Select school-based training placements which have the necessary subject- and phase-based expertise to support Trainees effectively.
- Reimburse Partner Schools for hosting teaching placements at a rate of £50 per week per trainee until a Trainee no longer attends the school or arrange a suite of appropriate professional development available to schools who host trainee teacher placements.

Placement Schools (including Mentors*):

- *Ensure Mentors have completed relevant annual safeguarding and child protection training.*
- *Ensure the school site is safe and compliant with Health and Safety laws.*
- *Know and understand the expectations and requirements of Embrace SCITT's ITT programmes.*
- *Engage with training and professional development activities, briefings and meetings which are provided.*
- *Act as appropriate and professional role models for colleagues, trainees, learners, parents and carers.*
- *Notify SCITT Leaders if the Mentoring capacity changes during a Trainee's placement to ensure appropriate support can be provided without compromising a Trainee's progress or experience.*
- *Raise invoices for the cost of supporting Trainee Teachers in line with the SCITT's reimbursement arrangement.*

Managing Workload

Embrace SCITT ensures, systematically, that workload is a high-priority, reducing and eradicating unnecessary workload and promoting healthy working practices for all involved.

Embrace SCITT including Lead Partners:

- Establish and promote, at all times, efficient working practices for all stakeholders, ensuring that all work has purpose and positively impacts on Trainee progress and Pupil outcomes.
- Ensure clarity for Trainees and Mentors regarding the expectations and demands of the ITT programme to avoid unnecessary workload.

Placement Schools (including Mentors*):

- *Support Trainees to develop and refine efficient working practices during school-based training.*
- *Provide practical support, including sharing planning of lessons and sequences of lessons.*
- *Ensure workload remains a priority during weekly progress review meetings.*

Protecting Mental Health & Wellbeing

The protection of stakeholders' mental health and wellbeing is essential to training exceptional Trainee Teachers. Embrace SCITT has developed policies and practice to ensure mental health and wellbeing is promoted at all times.

Embrace SCITT including Lead Partners:

- Devise and adhere to appropriate policies and practices to protect people's Mental Health and Wellbeing.
- Monitor, rigorously, the Mental Health and Wellbeing of all stakeholders throughout the programme.
- Provide support and intervention where required to respond to Trainees who are, or may be, struggling with their mental health and wellbeing.
- Refer Trainees to Occupational Health services when necessary.

Placement Schools (including Mentors*):

- *Rigorously monitor Trainee's Mental Health and Wellbeing throughout their school-based training.*
- *Notify Embrace SCITT (typically via the Lead Mentor) of any Trainee who is, or may be struggling with their mental health or wellbeing.*
- *Implement any necessary adaptations to the Trainee's ITT programme as a result of identified required support, risk assessment or occupational health referral.*
- *Induct Trainee Teachers into the School, fulfilling the minimum requirements outlined in the Embrace SCITT Induction Checklist.*

Signed on behalf of Embrace SCITT:

Date: _____

Head of Embrace SCITT

Programme Leader

Signed on behalf of the School:

Date: _____

Job role: _____