



Head of Yarrow Schools Teaching Alliance: Robert Horne [r.horne@st-georges.lancs.sch.uk](mailto:r.horne@st-georges.lancs.sch.uk)  
Yarrow Schools Teaching Alliance Adviser: Anna Hitchen [a.hitchen@st-georges.lancs.sch.uk](mailto:a.hitchen@st-georges.lancs.sch.uk)  
Executive Headteacher: Andy Purcell [head@st-georges.lancs.sch.uk](mailto:head@st-georges.lancs.sch.uk)

# **YSTA School Centred Initial Teacher Training Programme**

## **Initial Teacher Training Partnership**

### **Alliance School Agreement**

#### **2022-2023**

School Name: Euxton Primrose Hill Primary School

Address: Primrose Hill Road, Euxton, Chorley, PR7 6BA

Head Teacher Contact: Gareth Counce

This (Initial Teacher Training) ITT partnership agreement sets out the roles and responsibilities of the Yarrow Schools' Teaching Alliance and its partner schools in the delivery of School-Centred Initial Teacher Training leading to Qualified Teacher Status.

Our vision is for the YSTA to be underpinned by a shared passion and drive to train and develop outstanding and inspirational teachers/educators who are highly employable, highly successful teaching professionals and leaders of learning, with the potential to become future school leaders. The YSTA is committed to working collaboratively, proactively, consistently and flexibly with all our partners to achieve the vision.

This is achieved by working in partnership and ensuring that we:

- Have a shared vision;
- Have effective management and organisation structures;
- Engage in two-way communication;
- Ensure we have inclusive ways of working;
- Consider carefully the allocation of resources;
- Clearly adhere to the definitions of specific roles and responsibilities;
- Provide the highest quality teaching and learning experiences.

All partner schools should be committed to working in full and close partnership with YSTA with the overarching agreement to:

- Play an active role in the training of Associate Teachers by offering a training placement/s subject to trainee numbers in each recruitment cycle);
- Play an active role in the enhancement training of Associate Teachers by offering opportunity for enhanced experiences to the programme (where appropriate) within the training cycle;
- Play an active role in the training of Associate teachers by including those placed in a school to access all training, INSET, CPD available to staff during their training period in the school;
- Play an active part in securing employment for Associate Teachers, by providing opportunities for Associate Teachers to be fully prepared for forthcoming interviews;
- Play an active part in the recruitment of qualified teachers by signposting vacancies to the Programme Lead and ,where appropriate, recruiting NQTs from within the alliance;
- Support Yarrow School's Teaching Alliance ITT recruitment programme by
  - Promoting the Alliance's ITT programme
  - Displaying a banner promoting the YSTA's ITT programme outside their school

- Attend Open Events where appropriate
- Play a role in the interview process where appropriate
- Circulate flyers/information with their school newsletter
- Have a link on the school's website to the YSTA website

### **Joining the ITT Partnership**

Schools from across the area are warmly welcomed into the YSTA in a drive to offer extension and variety of placement experiences to the trainees as part of their ITT training programme. School leaders can make a request to join the ITT partnership to the Head of the YSTA (Robert Horne) as well as the Headteacher of St George's CE Primary (Andy Purcell, NLE). It is understood that members of the YSTA should share the principles of school based ITT and be willing to positively promote its work. In return, schools have free access to the YSTA CPD programme – the timetable of training is shared with YSTA schools in the Spring Term prior to the new academic year.

### **Procedures for Partnership Withdrawal**

Should a school wish to withdraw from the YSTA this should be communicated to the Head of the YSTA (Robert Horne) as well as the Headteacher of St George's CE Primary School (Andy Purcell, NLE).

Where a school and/or class mentor is failing to meet one or more of the agreed roles/responsibilities as outlined within the partnership agreement or within the Mentor Standards 2016, a number of strategies may be employed including:

- Informal meeting with Class Mentor and Link Tutor to clarify roles and responsibilities and agree strategy to meet role/responsibility;
- Meeting with Head Teacher and Programme Lead to support the partnership process;
- Referral to Andy Purcell, NLE, for further advice/guidance/negotiation;

Within the ITT partnership, the ITT provider (YSTA and partner schools) will agree to a number of roles and responsibilities to ensure that each trainee teacher has a suitable and valuable training experience, where they receive their trainee entitlement as outlined within the agreement between YSTA and each trainee as well as all statutory requirements within the NCTL ITT criteria.

### Roles and responsibilities within the ITE Partnership

Yarrow Schools Teaching Alliance	Partner School	School based mentor
<p>Develop, lead and manage the ITT programme across the partnership in line with ITT criteria (2020) and ITT Inspection framework (September 2020) and Core ITT Content (2020)</p> <p>Ensure full and wide-ranging involvement of all partners through partner school engagement with evaluation and or consultative processes</p> <p>Organise recruitment, selection and interview process ensuring the process is wholly school led and selected trainees are fully compliant and meet all conditions of offer</p> <p>Organise pre-programme and induction events</p> <p>Organise mentor training for mentors new to YSTA and mentoring. Where appropriate, ensure supply costs are available to cover this</p> <p>Organise placement specific mentor briefing events</p> <p>Coordinate providing confirmation to schools of each trainee's suitability to teach in line with ITT criteria and Fitness to Train to Teach requirements</p> <p>Coordinate the placement organisation, ensuring that information is shared with partner schools in a timely manner</p> <p>Monitor that each placement school provides a cohesive Induction to trainees, ensuring their physical safety in line with public sector duties</p>	<p><b>Training Placements:</b></p> <p>Confirm availability of professional training placements</p> <p>Provide clear school policies, systems and structures which are, in turn, shared and communicated to the trainee</p> <p>Provide rigorous induction following the YSTA partnership and school framework</p> <p>Facilitate the integration of the trainees into the school by providing an induction, including reference to Safeguarding, Health and Safety, Anti Bullying, Equality and Diversity, ICT acceptable use and Whistleblowing</p> <p>Provide a safe environment for trainees to train in line with the most up to date public sector guidance and duties, LA/MAT or Diocese guidelines to schools, completing risk assessments for trainees in need of adaptations to workplace/training placement</p> <p>Provide a safe environment for trainees to train taking account of trainee mental health and wellbeing alongside that of other teachers and colleagues</p> <p>Monitor the workload of trainees in line with national guidance in relation to DfE Reducing Teacher Workload 2018, and Addressing Teacher Workload in ITE 2018</p>	<p>Attend 'new to mentor' training;</p> <p>Attend each relevant mentor briefing sessions</p> <p>Provide pastoral support for the trainees</p> <p>Maintain the Training and Progress file and ensure this is provided to the subsequent mentor</p> <p>Have excellent subject knowledge to support trainees to develop their own subject knowledge to ensure mentoring in relation to subject knowledge is recent and relevant</p> <p>Ensure that mentoring includes a strong focus on the development of curriculum knowledge</p> <p>Support trainees in their understanding of the complexities of planning across foundation stage, key stage 1 or key stage 2</p> <p>Approve and sign off planning prior to teaching taking place</p> <p>Complete scheduled Teaching and Learning Reviews and provide developmental targets, following the YSTA ITT schedule and frameworks</p> <p>Engage in joint progress reviews with members of the programme team to ensure consistency and accuracy across the programme</p>

<p>Coordinate training seminars and training activities in line with ITT criteria and YSTA ITE Curriculum Content</p> <p>Allocate suitably experienced and qualified Link Tutors, who will support the training of mentors and monitoring of trainee progress in schools</p> <p>Include regular and systematic review of trainee progress in relation to core competencies and the teachers' standards over time</p> <p>Enrich the development of trainees skills and competencies through the solution focused coaching mechanism</p> <p>Coordinate the formative and summative assessment processes at key milestones</p> <p>Monitor the trainee's emotional well-being through the Supervision process and signpost trainees to internal and external specialists where appropriate</p> <p>Ensure that any use of recording devices or samples of trainee teaching is appropriately used in line with school policy and any clips, photographs and recordings are deleted at the conclusion of the visit</p> <p>Audit assessment documentation to ensure consistency and accuracy</p> <p>Support partner schools in the identification and recruitment of the highest quality trainees for employment within the partnership</p>	<p><i>Complete risk-assessments and provide clear signposts of safe distancing instructions in line with the most up to date DfE/Public Health England and Lancashire LA guidance in relation to coronavirus pandemic</i></p> <p><i>Provide a safe environment for trainees to train in line with the most up to date DfE/Public Health England/Lancashire LA guidelines to schools in relation to the coronavirus pandemic</i></p> <p><i>Provide a clear induction for trainees so that they fully understand and can adhere to the school policy in relation to the most up to date DfE guidelines in relation to working patterns, bubbles, movement around school, access to staffroom/toilets etc</i></p> <p>Select and confirm that all identified mentors have sufficiently strong subject knowledge of all national curriculum areas for the year group that they are mentoring</p> <p>Provide equality of opportunity and inclusion for all trainees, consistent with the YSTA policy and guarantee that diversity is valued taking account of age, gender, disability, sexuality, ethnicity, own culture and/or religious beliefs (and Equalities Act 2010)</p> <p>Provide opportunity for trainees to experience teaching lessons over a sequence in all core and foundation subjects including the teaching of RE in faith and non-faith schools</p> <p>Ensure trainees can experience the teaching of early reading and phonics over a sustained period of time (out of own classroom or key stage where necessary)</p>	<p>Be available for regular meetings with Link Tutors/programme teams to support the professional development of the trainee</p> <p><i>Share information about trainee difficulties/challenges with Link Tutor as soon as they arise to ensure a collaborative approach/strategy to support</i></p> <p><i>Refer incidences of breach of contract or Code of Conduct to Head Teacher and Link Tutor</i></p> <p><i>Support the Additional Support process with Link Tutor</i></p> <p><i>Support the At Risk process with Link Tutor and Programme Lead</i></p> <p><i>Support the Extenuating Mitigating Circumstances process with Link Tutor and Programme Lead;</i></p> <p>Discuss and agree targets to trainees and provide mentoring and support to achieve targets</p> <p>Monitor trainee's ITP folder to demonstrate that the trainee is meeting set targets</p> <p>Report on/comment on trainees growing subject knowledge and provide identified mentor/subject leader time to support the development of subject knowledge in relation to units/themes the trainee is teaching within the placement class</p> <p>Negotiate and agree amendments to the schedule with nominated Link Tutor</p> <p>Support trainees to understand the diverse needs and abilities of children in the classroom and</p>
---	--	---

<p>Provide partner schools with an accurate Early Career Teacher documentation as trainees enter their ECT year to enable them to make a smooth transition from trainee to early career teacher</p> <p>Share the CPD programme with YSTA Headteachers in the Spring Term prior to the programme beginning in the new academic year</p> <p>Distribute the YSTA partnership agreement to schools on an annual basis for review and acceptance by partner schools.</p>	<p>Notify the visiting Link Tutor of any children where restrictions in relation to photographs etc. are in place</p> <p>Allow Link Tutors to use video recording devices to review short samples of teaching and learning within the classroom of trainee teachers under the agreement of class mentors</p> <p>Ensure trainees attend school events and activities including staff meetings, staff training, school celebrations</p> <p>Facilitate opportunity for trainees to support the wider workings of school including extra-curricular provision, trips and or visits</p> <p>Support the Additional Support policy and procedure where necessary</p> <p>Support the Extenuating Mitigating Circumstances policy and procedure where necessary</p> <p>Support the Code of Conduct policy and procedure and deal with minor incidents in line with the programme Code of Conduct and liaise with programme lead in this event</p> <p>Maintain notes/records of incidents in relation to breach of contract or code of conduct</p> <p>Ensure that appropriate amenities are available for trainees to use</p> <p>Attend and participate in pre-programme events and induction activities</p>	<p>model/suggest/direct appropriate teaching to meet these needs</p> <p>Support trainees to locate/source suitable teaching resources and materials from those available in school or from other suitable sources</p> <p>Support trainees in their management of assessment, marking and monitoring of progress in line with school frameworks</p> <p>Provide opportunity for trainee to engage in reporting to parent activity under the direction of class mentor</p> <p>Support trainees to engage in high quality marking/feedback to support children's learning and progress</p> <p>Support trainee to observe/shadow/team teach with other members of staff from school to support their professional development of particular skills/subject knowledge</p> <p>Provide constructive feedback to trainees, suggesting, mentoring, coaching to enhance their skills/expertise</p> <p>Support trainees in personal reflection, target setting and monitoring of progress</p> <p>Assess and report on trainee progress at the interim and summative points using YSTA partnership frameworks and within all agreed timescales</p> <p>Meet with Link Tutors during pre-planned visits to support professional dialogue in relation to trainee's progress and needs</p>
---	--	---

	<p>Attend the programme celebration events and activities</p> <p>Support the monitoring and evaluation activities of the ITT programme within the partnership</p> <p>Participate in recruitment, selection and interview process eg supporting open events or playing a part in the interview process</p> <p><b>Employment:</b> Refer and signpost all vacancies suitable for NQT to the YSTA Programme Lead for advertisement and promotion within the partnership alongside any other advertising strategies employed by the governing body</p> <p>Support the programme team in preparing trainees for employment, allowing trainees to attend school walk arounds, interviews etc</p> <p><b>Mentoring:</b> Nominate suitably experienced, effective teachers with strong subject knowledge of national statutory frameworks, who are committed to school based training to mentor trainees</p> <p>Confirm that nominated mentors meet National Standards for Mentors, 2016</p> <p>Release nominated mentors to attend mentor training and placement specific briefing sessions</p> <p>Advise the programme team in the event of a long-term absence of a mentor (more than one week)</p>	<p>Direct planning, preparation and assessment time each week to trainees in line with class and school expectations</p> <p>Support the evaluation and monitoring process through completion of evaluations, attending Consultative Events or review meetings</p>
--	--	---

	Negotiate alternative arrangements for the mentorship of a trainee in the unavoidable long term (more than one week) absence of a class mentor.	
--	---	--

## Contextual Information

<b>Ofsted number</b>	<b>888/2572</b>		
<b>School age range</b>	<b>4-11</b>		
<b>Under 5 provision on site - please explain</b>	<b>NA</b>		
<b>Number of children on roll</b>	<b>424</b>		
<b>Percentage of children with SEN/D</b>	<b>9.5%</b>		
<b>Percentage of children with EAL</b>	<b>2.59%</b>		
<b>First languages of children with EAL</b>	Arabic	1	0.24%
	Chinese		
	Chinese	2	0.47%
	Chinese (Cantonese)	1	0.24%
	Chinese (Mandarin/Putonghua)		
	Chinese (Mandarin/Putonghua)	2	0.47%
	Estonian	1	0.24%
	French	1	0.24%
	Greek	1	0.24%
	Urdu		



	Urdu	2	0.47%
<b>Ofsted grade</b>	<b>Outstanding</b>		

Head Teacher Signed:



(Electronic signature)  
September 2021