Partnership Agreement
September 2023-26

A contractual agreement between members of the partnership and Essex and Thames Education (*Operating as Essex and Thames SCITT*)

Contents

The following document details the ways in which Essex & Thames Education works in partnership with schools to deliver a high quality graduate teacher training.

Overview

Essex and Thames Education is a charity which is led and overseen by partnership schools (the members). Schools form the 'membership' of the charity and as such hold the trustees to account for governance. The Membership performs key tasks as detailed in the section relating to the responsibilities of Headteachers. The company holds the accreditation for Essex and Thames SCITT.
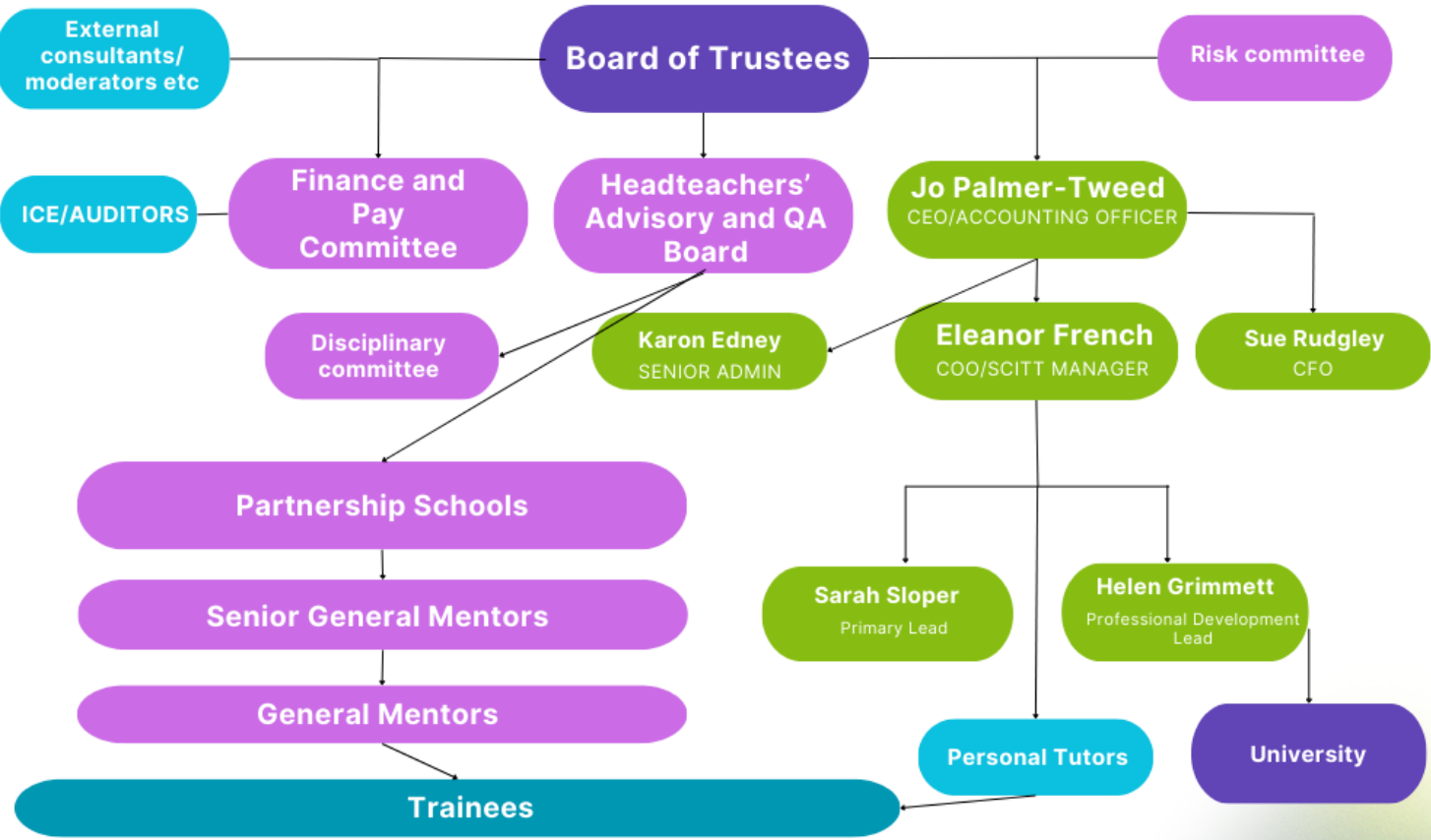
The partnership believes that the best model for producing high quality teachers is schools-led. The SCITT relies on the involvement of school-based professionals in recruitment, training, design and quality assurance of the provision. A balance of theoretical study and practical placement experience is delivered on the various programmes at postgraduate level. Schools provide a range of assessed and non-assessed placements (such as specialist visits and short experiences) which enhance the provision offered to our trainees/apprentices. This, in turn, enriches the life of the schools participating in the partnership.

The partnership has a commitment to ensuring trainees/apprentices are well prepared so that they evolve into high quality teachers. This outcome is achieved through the distinctive roles and responsibilities across the partnership in both schools and the SCITT. The close working relationship between the SCITT, the university (who validate the PGCE) and schools provides an ideal environment for the exchange of ideas that informs practice across the partnership.

Our Partnership Vision: *"Putting pupils first, training excellent teachers"*

Organisational Structure

External consultants/ moderators etc	**Board of Trustees**	**Risk committee**
ICE/AUDITORS → **Finance and Pay Committee**	**Headteachers' Advisory and QA Board**	**Jo Palmer-Tweed** CEO/ACCOUNTING OFFICER
	Disciplinary committee	**Karon Edney** SENIOR ADMIN	**Eleanor French** COO/SCITT MANAGER	**Sue Rudgley** CFO
Partnership Schools		
Senior General Mentors	**Sarah Sloper** Primary Lead	**Helen Grimmett** Professional Development Lead
General Mentors		
Trainees	**Personal Tutors**	**University**

Principles and Expectations of the Partnership

The programme offered by Essex and Thames SCITT is a school-based route for trainees/apprentices who want to gain Qualified Teacher Status (QTS) in a school-centred setting. In addition, we offer an optional PGCE in collaboration with a university partner who will validate and award the PGCE
which carries 60 masters' credits. Essex and Thames SCITT is responsible for recommending QTS to the DfE.

The aim of the partnership is to deliver high quality, school-centred initial teacher training that meets the needs of the trainees/apprentices, the partner schools, the pupils and parents; and to secure substantial impact on trainees/apprentices' knowledge, skills, and behaviours as well as their attainment of the Teachers' Standards and their completion, employment and retention rates.

This partnership agreement defines clearly the responsibilities and expectations of all stakeholders in the ITT partnership, in order to provide an entitlement framework for trainee teachers and ensure training meets all of the statutory requirements for ITT as set out in the ITT Criteria and Supporting Advice (March 2022 and September 2024 documents.)

This agreement has been finalised after consultation with the Headteacher's Advisory Board and is agreed and reviewed annually.

Please read the roles and responsibilities of the partnership as outlined below, sign and return the agreement prior to the trainee/s and apprentice/s starting their placement/s.

Roles and responsibilities of partner schools

It is important that partners understand the extent of their role. Both SCITT Staff and school-based professionals are expected to coordinate, manage and contribute to the training experience, ensuring quality support and guidance for trainees/apprentices is delivered. SCITT mentors are expected to undertake the role of 'school-based expert' knowledgeable about pertinent reading and research providing quality initial training which builds on the centre-based training delivered at ET SCITT in order to enhance trainees/apprentices' knowledge and skills and ensure all elements of the course are consistent. All members are expected to comply with the requirements of the role as defined in this document.

Key Expectations

Trustees

The trustees will:

- ❖ Ensure that Essex and Thames SCITT complies with charity law, and with the requirements of the Education Funding Agency as regulator; ensuring that the charity prepares reports on what it has achieved and annual returns and accounts as required by law
- ❖ Ensure that Essex and Thames SCITT does not breach any of the requirements or rules set out in its governing document, funding agreement and that it remains true to the charitable purpose and objects set out there
- ❖ Comply with the requirements of other legislation and other regulators which govern the activities of Essex and Thames SCITT
- ❖ Act with integrity, and avoid putting themselves in a position where their duty to the charity conflicts with their personal interests or loyalty to any other person or body.
- ❖ Use reasonable care and skill in their work as trustees, using their personal skills, knowledge and experience as needed to ensure that Essex and Thames SCITT is well run and efficient
- ❖ Consider getting external professional advice on all matters, where there may be a material risk to Essex and Thames SCITT, or where the trustees may be in breach of their duties
- ❖ Ensure that Essex and Thames SCITT is, and will remain, financially solvent
- ❖ Use Essex and Thames SCITT's funds and assets reasonably and responsibly and only in furtherance of Essex and Thames SCITT's charitable objects
- ❖ Avoid undertaking activities that might place Essex and Thames SCITT's endowment, funds, assets or reputation at undue risk
- ❖ Take special care when investing Essex and Thames SCITT's funds, or borrowing funds for Essex and Thames SCITT to use.
- ❖ Contribute to the work of the trustee board by ensuring high standards of achievement for all people across the partnership
- ❖ Ensure that Essex and Thames SCITT has a clear vision, mission and strategic direction that will enable Essex and Thames SCITT to fulfil its charitable objects and is focused on achieving these
- ❖ Work in partnership with the CEO and other senior staff of the SCITT
- ❖ Be responsible for the performance of Essex and Thames SCITT, for its impact upon stakeholders and for its corporate behaviour
- ❖ Ensure that Essex and Thames SCITT complies with all legal and regulatory requirements
- ❖ Be stewards of Essex and Thames SCITT's assets, both tangible and intangible, taking care over their security, and how they are used
- ❖ Ensure that Essex and Thames SCITT's governance is of the highest possible standard

Schools

Schools will:

Recruitment of applicants
- ❖ In collaboration with E&T SCITT, conduct a high quality, open and transparent recruitment and selection process.
- ❖ Proactively promote E&T SCITT with links to the E&T SCITT website (www.etpscitt.co.uk) to be on partnership schools' websites.
- ❖ Proactively promote E&T SCITT recruitment literature in the school reception.

Placement responsibilities
- ❖ Ensure that the trainee is not subjected to any further DBS or safeguarding checks and that the letter confirming their suitability to train to teach is accepted by the school as proof of their clearance to work with children and young people in line with the DBS Code of Practice.
- ❖ Ensure a commitment from all relevant staff to the provision of ITT, including attendance at all relevant meetings and training sessions.
- ❖ Ensure an appropriate Mentor is identified for each trainee, bearing in mind the expertise and the specified role descriptor for the Post (see appendix A). In the absence of the identified one, ensure a suitable replacement is sourced immediately, and update E&T SCITT of any mentor changes within 48 hours.
- ❖ Have in force employers' and /or public liability insurances and ensure that the trainee and/or accompanying teacher is deemed to be an employee for the purposes of these insurance policies.
- ❖ Ensure that, should the trainee be expected to work with machinery, equipment or substances hazardous to health, safety precautions will first have been taken, first aid facilities will be available and training, supervision and protective clothing will be provided.
- ❖ Ensure that relevant staff hold the relevant training certification in respect of health and safety.
- ❖ Provide a health and safety induction for the trainee as you would to any member of staff working in your school or setting, ensuring appropriate risk assessments have been carried out.
- ❖ Provide access to ICT equipment with Internet connection at a level appropriate to the requirements of the trainees/apprentices
- ❖ Advise E&T SCITT immediately of any injury or loss involving the trainee.
- ❖ Ensure a school-based teaching placement is provided as outlined in the SCITT handbooks.
- ❖ Use the SCITT criteria to identify mentors who will manage the trainee's experience.
- ❖ Provide a supportive environment for the trainees/apprentices and give them, as far as possible, the opportunity to enter into the full life of the school during their placement
- ❖ Ensure any arrangements which must be made because of identified needs are put into place, whether they relate to SEND, medical, cultural or religious requirements
- ❖ Liaise with SCITT tutors, external moderators, the DfE and Ofsted if required
- ❖ Alert E&T SCITT immediately if any concerns have been raised regarding the trainee, with respect to safeguarding and promoting pupils' welfare
- ❖ Ensure E&T SCITT is informed if an Ofsted/Inspection results in a move to Requires Improvement or Inadequate as soon as possible (and prior to publication)
- ❖ Make trainees/apprentices aware of school policies on safeguarding, behaviour, professional conduct, mental health and well-being and ensure they are provided with information on how to access support as required.
- ❖ Return all reports and assessments of trainee progress by the prescribed deadline for that placement
- ❖ Consider the trainee's well-being, paying particular attention to eradication of unnecessary tasks to support an appropriate workload
- ❖ Ensure trainees/apprentices have timetables that allow for the opportunity to learn to teach and assess pupils across the training age and ability range and, in primary the full primary curriculum. There also needs to be time scheduled for observations and other activities such as planning, co-teaching and in-school training as well as dedicated space to study/read.
- ❖ Promote and advance equality and diversity in relation to ITT and eliminate discrimination

The safeguarding of children and young people
- ❖ Make trainees/apprentices aware of the relevant school policies
- ❖ If trainees/apprentices make disclosures in relation to pupils ensure they are supported to implement school policies and that the DSL signs the safeguarding receipt provided by the trainee and that this is returned to the CEO (jo@ete.org.uk).

Salaried trainees/apprentices and Apprentices
- ❖ Receive funds from the DfE or the SCITT for salaried trainees/apprentices/apprentices who may be employed in their own or other partnership schools
- ❖ Ensure that both salaried trainees/apprentices and apprentices are paid on the correct unqualified teachers' pay scale
- ❖ In the case of apprentices, draw down the money from the Apprenticeship Levy and make prompt payments of fees to the SCITT
- ❖ Ensure that they comply with all the requirements of the ESFA, DfE and the Institute for Apprenticeships
- ❖ Supply the SCITT with employment contracts for the trainees/apprentices
- ❖ Supply the SCITT with DBS details for the trainees/apprentices

GDPR
- ❖ The processor ("School") will only act on the written instructions of the controller, Essex & Thames Education, (unless required by law to act without such instructions) - this should state the duration of the processing (eg the time that the trainee is in the placement), that they will not share data, and that the data will only be used for the purpose of providing a placement for teacher training, by way of assessments, observation notes or contacting the trainee with regard to their placement.
- ❖ Ensure that people processing the data are subject to a duty of confidence.
- ❖ Take appropriate measures to ensure the security of processing by way of appropriate technical and organisational measures.
- ❖ Only engage a sub-processor with the prior consent of the data controller and a written contract
- ❖ Assist the data controller in providing subject access and allowing data subjects to exercise their rights under the GDPR
- ❖ Assist the data controller in meeting its GDPR obligations in relation to the security of processing, the notification of personal data breaches and data protection impact assessments
- ❖ Delete or return all personal data to the controller as requested at the end of the placement
- ❖ Submit to audits and inspections, provide the controller with whatever information it needs to ensure that they are both meeting their Article 28 obligations, and tell the controller immediately if it is asked to do something infringing the GDPR or other data protection law of the EU or a member state.
- ❖ Be aware that as a processor on behalf of Essex & Thames Education that it may be subject to investigative and corrective powers of supervisory authorities (such as the ICO) under Article 58 of the GDPR and that it must co-operate with supervisory authorities (such as the ICO) in accordance with Article 31.
- ❖ Keeps records of its processing activities in accordance with Article 30.2
- ❖ Agrees that nothing within the contract relieves the processor of its own direct responsibilities and liabilities under the GDPR
- ❖ Understands that if it fails to meet its obligations, it may be subject to an administrative fine under Article 83 of the GDPR
- ❖ Understands that if it fails to meet its GDPR obligations it may be subject to a penalty under Article 84 of the GDPR
- ❖ Understands that if it fails to meet its GDPR obligations it may have to pay compensation under Article 82 of the GDPR

Mentoring
- ❖ All mentors must read and sign the [SCITT Mentor Agreement](#). The agreement will be sent by Google Form at the start of each academic year.
- ❖ Support trainees in their intensive practice weeks, ensuring they have access to the most appropriate experts in school.
- ❖ Ensure that trainees/apprentices are provided with opportunities to meet and engage in discussions with subject co-ordinators, the assessment coordinator, the SENCO and other colleagues as appropriate.

- ❖ Ensure mentors have engaged with training sessions for them to discharge their responsibilities appropriately and effectively and enable the provision of additional on-site training by the SCITT when necessary (20 hours training initially followed by 6 hours minimum per year)
- ❖ Ensure trainees/apprentices are placed with class teachers who have at least 2 years teaching experience, are consistently teaching at a high standard in their own practice and are appropriate role models.
- ❖ Ensure that the quality of mentoring meets the standards outlined in the SCITT Mentor Standard (Appendix A)
- ❖ Ensure that all trainees/apprentices receive their statutory entitlement to a minimum of 1.5 hours face to face mentor meetings per week.
- ❖ Ensure training is planned based upon the contents of the SCITT week-by week guides.
- ❖ Ensure mentors have a working knowledge of the E&T SCITT curriculum and ITT Core Content Framework
- ❖ Adhere to the E&T SCITT observation procedures and use the agreed format for formal observations.
- ❖ Check the accuracy of the written record of the weekly meetings which are recorded on the appropriate form and uploaded to Google Drive.
- ❖ Facilitate the trainee's completion of the training activities set by E&T SCITT (as detailed in the week by week guide) and provide the trainee with suggestions for deliberate practice linked to targets set.
- ❖ Deliver a comprehensive induction programme and ensure the trainee is fully briefed on their responsibilities regarding the school safeguarding policy and approach to The Prevent Duty
- ❖ Inform E&T SCITT should an issue arise under the Prevent Duty, which relates to a trainee
- ❖ Inform E&T SCITT should a safeguarding issue emerge which relates to a trainee

Quality Assurance
- ❖ Agree and adhere to E&T SCITT Quality Assurance processes and procedures.
- ❖ Ensure that quality assurance processes of mentoring including lesson observation feedback are in place and where possible carry out joint observations with mentors of trainees/apprentices.
- ❖ Provide QA feedback to E&T SCITT as requested.

The SCITT

The SCITT will provide services to support the training and wellbeing of trainees. These include but are not limited to:

Recruitment
- ❖ Ensuring that all who are admitted to the programme have been deemed suitable to train to teach using the standards from ITT Criteria and Supporting Advice Document (March 2022) which encompasses applicants' suitability to teach through the interview process, taking into account: the Equality Act (2010); the SEN and Disability Act (2001); intellectual and academic capabilities; health and physical capacity to train to teach; disclosure and barring service checks; childcare disqualification; the checking of photo ID, visas/right to residence and in the case of overseas residence, relevant code of conduct.
- ❖ Marketing the SCITT programmes in the local community, regionally and nationally.
- ❖ In collaboration with E&T SCITT, conduct a high quality, open and transparent recruitment and selection process.
- ❖ Providing partners with detailed information for dealing with initial enquiries regarding teacher training to ensure a consistent message is given
- ❖ Ensuring trainees/apprentices' subject knowledge has been audited and recommendations for additional study made.

General
- ❖ Confirming in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the provider to be suitable to work with children. Please note: The DBS number will not be shared.
- ❖ Provision of funding to schools in line with published amounts (subject to annual review).
- ❖ Provision of appropriate documentation to support school-based training.
- ❖ Provision of a clear set of procedures for trainees who are 'cause for concern' which will outline additional support available to individual partnership schools.
- ❖ Providing the school with relevant DBS information for fee-paying trainees on placement.
- ❖ Provision of training for SCITT and school-based tutors.
- ❖ Arranging placements intended to reflect the changing needs of trainees and schools, considering the school's ability to meet the training criteria and diversity of trainee experience.
- ❖ Alerting trainees/apprentices and mentors to a range of theory and research related to generic professional issues and providing insights into how this theory can be used in the analysis of current practice
- ❖ Working with local appropriate bodies to deliver a high quality induction programme for ECTs.
- ❖ Allocating trainees/apprentices to placement schools based on mutual consideration of the needs of the trainee and partnership school.
- ❖ Provide School Mentors and Personal Tutors will curriculum materials to ensure the coherence between the centre training and school-based training.
- ❖ Through effective training ensure all mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement, including the setting of appropriate, specific individual targets and associated deliberate practice).

Programmes
- ❖ Provision of programme regulations, assessment schemes, the system of recording achievement and standards to be achieved by trainees/apprentices with due regard to legislation and DfE circulars.
- ❖ Provision of a strong framework of clear, well-written course documentation
- ❖ Providing effective and high quality centre-based and virtual training that supports school-based training and is rooted in the CCF
- ❖ Providing access to SCITT centre-based training for staff in schools where this is deemed to be appropriate by Headteachers of those schools and The Chief Executive Officer (a training day schedule will be published for schools in September each year).
- ❖ Alert trainees/apprentices to a range of theory and research related to generic professional issues and provide insights into how this theory can be used in the analysis of current practice

Personal Tutors and Mentoring

- ❖ The SCITT Personal Tutors will complete evaluations of the impact of their mentor training
- ❖ Providing SCITT Personal Tutors with responsibility for supporting trainees/apprentices and mentors. This involves monitoring of Quality Assurance processes and procedures surrounding trainee placements within the school; having oversight of training placements; having oversight of the school's identified CPD in relation to ITT.
- ❖ Have regular quality assurance contact with each school; where necessary visit trainees in QA moderation or support role.
- ❖ Support the school-based training process.
- ❖ Monitor the quality assurance processes and procedures concerning trainee placements within the school, including the role of the mentors in the documented training and assessment processes
- ❖ Ensure the trainee's online files are reviewed to ensure planning, evaluation and assessments are appropriate for the trainee's stage of development.
- ❖ In consultation with the school-based professionals, ensure the trainee is assessed at the relevant / published time, using criteria published by the SCITT
- ❖ Ensure the trainee is provided with additional support where a trainee is a 'cause for concern' or in need of additional pastoral support
- ❖ Contribute to discussion of assessing trainee progress with the mentors, providing moderation as necessary and support schools to interpret evidence in relation to trainee progress
- ❖ Attend relevant staff development sessions and placement-specific meetings.
- ❖ Monitor the quality of trainee placements across the schools in the cluster on a regular basis.
- ❖ Carry out capacity audits as necessary
- ❖ Monitor school-based training across the partnership to ensure trainees are fully supported in respect of Equal Opportunities
- ❖ Attend as necessary Examination Boards.
- ❖ Contribute to an annual written evaluation of school-based training (Transition documents).
- ❖ Provide an accessible point of contact for school-based professionals and trainees based on trainee/apprentice placements.
- ❖ Liaise with schools to develop a strategic and responsive approach to a school's CPD needs in relation to the ITT Curriculum or the ECF
- ❖ Support schools new to the partnership to enable them to meet partnership criteria expressed in this agreement.
- ❖ Provide specific guidance to explain the requirements for each school placement and guidance on how to support, train and assess the trainee throughout their training in the setting.
- ❖ Provide mentors with the support they need to be able to provide support and developmental feedback and to form formative and summative judgements of the trainees/apprentices' progress.
- ❖ Provide mentors with feedback and address training needs based on observations and professional dialogue.
- ❖ Outline the process and procedures to enable schools to support trainees/apprentices' development and progress whilst on placement
- ❖ Provide 1:1 bespoke training for any mentor who requires additional support as identified by the SCITT SLT.
- ❖ Through thorough training prior to programme commencement, ensure all Mentors have a comprehensive understanding of the needs of trainees/apprentices as 'teachers in training' and can support, develop and respond to the individual trainee's training needs by setting appropriate, specific individual targets and scaffolding deliberate practice.

Quality Assurance

- ❖ Conducting an annual evaluation of school-based training.
- ❖ Responding to Quality Assurance issues raised by schools, trainees or SCITT tutors.
- ❖ Provision of clear procedures for monitoring, supporting and evaluating the partnership.
- ❖ Carry out any actions necessary under the quality assurance procedures.

ITT Compliance
- ❖ Ensure the Partnership Agreement is provided to the school and uploaded to the website prior to the placement starting date and is signed and returned before any trainee undertakes their placement.
- ❖ Ensure that the Partnership meets the ITT criteria as laid out in DfE guidance March 2022 (https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice) and will continue to meet the criteria.
- ❖ Prior to embarking upon a school placement all trainees/apprentices will have received and signed to show they have received training in the following areas:
    - ➢ Child protection & PREVENT
    - ➢ Safeguarding
    - ➢ Mental health & well-being
    - ➢ SCITT's Code of Conduct Policy
- ❖ Remain accountable for all assessment judgements and recommendations
- ❖ Ensure that all assessment judgements are subject to internal and external moderation
- ❖ Appoint an External Moderator who has experience of working in ITT and independent of ET SCITT who will check the rigour of the assessment process and the accuracy of assessment judgements on an annual basis and provide a report for the SCITT Director and Strategic Board
- ❖ Ensure that schools are made familiar with ITE Ofsted inspection Framework and prepare them prior to notification of an impending ITE inspection
- ❖ Complete a review of the termly reports and completion data to implement interventions, as appropriate. This will be shared with all stakeholders through Strategic Board and Partnership Board meetings.

The External Moderator

The External moderator will:

- ❖ Verify the accuracy of the provider assessments.
- ❖ Have the appropriate subject, curriculum or age phase expertise to enable them to provide specialist feedback.
- ❖ Provide a detailed scrutiny of a sample of trainees, including a representative cross section of trainees together with all trainees that internal moderate as regard as being on the pass- fail borderline or possible failures.
- ❖ Observe teaching of all trainees in a designated sample.
- ❖ Discuss with internal assessors and or moderators about all the evidence available on whether individual trainees have achieved the Teacher Standards or not.
- ❖ Scrutiny of internal moderation arrangements, drawing on some of the evidence gained from activities above.
- ❖ Produce a report that includes an evaluation of the strengths and weaknesses of the provision observed, clearly linked to the Teachers Standards and ITT criteria, and including an evaluation of the accuracy of the assessments of trainees attainment against the Teachers' Standards.
- ❖ Confirm that the assessment process is fair, robust, accurate and is comparable to other ITT providers.

Finance

Income generated for ETE comes from ITT tuition fees paid by non-salaried trainees; training fees paid by employing schools for salaried trainees; and income from the Assessment Only Route programme.

This income is used to finance the core leadership and administration team at ETE, along with HR, finance processing and auditing, IT and facilities services at the central hubs. In addition, training resources for training and expert input for both the trainee and mentor curriculum is also financed from this central fund.

As part of ETE's commitment to ensure mentors have the time and resources to discharge their duties, when trainee numbers allow, a payment of £250 per term will be paid to each placement school for each trainee. In addition, a payment of £100 will be paid to schools for each mentor that attends synchronous training. Where mentor training can be delivered asynchronously, trainees can be discharged to cover the mentor's teaching duties.

Schools that employ new General Mentors will be entitled to payments made directly by the DfE in 2024-25.

Schools hosting trainees for the 'Analyse' part of the Intensive Training and Practice (ITaP) element of the course will be entitled to a share of the £204 per trainee allocated by the DFE Intensive Training and Practice Grant.

All finance is processed by the Essex and Thames Finance Team and is subject to monitoring by the Board of Trustees and Finance Committee and external auditors.

Data Sharing

This Data sharing agreement defines the arrangements between the SCITT and placement settings providing placements for trainees.

Responsibilities for compliance with the agreement are as follows:
SCITT; Chief Executive Officer
Placement Provider; Headteacher or Manager of setting

Purpose of data sharing:
Trainee personal data is shared for the following purposes -

To comply with DfE requirements;
"Providers should have regard to the Department for Education's statutory guidance Keeping Pupils Safe in Education, when carrying out their duties to safeguard and promote the welfare of Pupils. They should ensure that all trainees have been subject to Disclosure and Barring Service (DBS) criminal records checks including a check of the pupils' barred list."
"Providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the pupils' barred list, has been completed and that the individual has been judged by the provider to be suitable to work with pupils. Providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so."
"Where a school allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed."
"To share information on trainee progress and performance against teaching standards whilst on placement to inform the award of Qualified Teacher Status."
"To share information regarding a trainees' declared disability and any specialist support required."

ITT Criteria, DfE 2021.

Information to be shared:
● Trainee Name
● SCITT email
● Self-reported disability, learning difficulty, long term physical or mental health condition
● Trainee support plans
● Lesson Observations and trainee targets
● End of placement grades

Data transfer and Security:
Both the SCITT and schools will ensure that all personal data shared under this agreement will be kept secure and protected against unauthorised access, use or disclosure. If a school becomes aware of any potential data breach of security which involves data supplied by the SCITT, it must be raised with the SCITT DPO (accounts@etpscitt.co.uk) immediately.

Restrictions on the use of information:
The trainee personal data provided by the SCITT to schools shall only be used for the purposes set out in this agreement. Trainee personal data shall not be passed to any third party by the provider or placement provider unless permitted by Data Protection Legislation (GDPR)

Both parties are responsible for complying with Data Protection Legislation (GDPR), including ensuring that all staff who have access to trainee personal data are fully aware of the Data Protection principles.

Trainee Data Protection rights:
The SCITT and school are responsible for complying with the rights of trainees under applicable Data Protection Legislation (GDPR). This includes making a Privacy Notice available to trainees which sets out the legal basis on which their personal data is processed. Both parties must also have procedures in place to respond to Subject Access Requests (requests by a trainee for a copy of information the SCITT or school holds on them).

Retention of Information:
Personal data must only be kept for the length of time necessary to perform the processing for which it was collected. This applies to both electronic and non-electronic personal data. The SCITT will ensure that retention policies are adopted to ensure that the trainee personal data specified in this agreement is destroyed once no longer needed. All trainee data must be handed back to the SCITT with any copies destroyed as soon as the trainee is no longer in your school. *This policy will be reviewed annually and is available on the SCITT website.*

Lead Schools Only - Data Processing and Apply:
Applicants to our course apply through the DfE Apply System via one of the lead schools. When an application is made to a core place, the data controller is Essex & Thames Primary SCITT. When an application is made to a lead school, the data controller is the lead school. The lead school provides access to Essex and Thames SCITT to the UCAS system to enable the SCITT administration team to download, process and progress applications on behalf of the lead school, at this point, the SCITT is the data processor, processing data on behalf of the lead school. Essex and Thames SCITT adhere to the GDPR and will only process data for the purpose of reviewing, processing and progressing applications to the SCITT course and will not use this data for any other purpose; data is held securely in both physical (paper) format and on our G-Suite for Education system. Access to files is strictly controlled with security in place. The Privacy statement for Essex and Thames SCITT is available on request and this explains how data is used at each stage of the application process, retention periods and legal basis for processing. Once an applicant accepts a place on the course, they are entered on to the DMS system, at this point the data controller becomes Essex and Thames SCITT.

Legal Provision

Changes in DfE policy and statutory requirements and/or Ofsted expectations may result in changes to Initial Teacher Training provision. ET SCITT reserves the right to make amendments to the content of this agreement that may be required because of changes in policy and/or requirements from the Department of Education or any other body, which may succeed them. Should any changes be required to ensure that the provision remains compliant with those external requirements, ET SCITT will forward an email to all partners informing them of the draft changes which are to be implemented for feedback and then review and agreement in the relevant committee. Once they have been implemented, a revised agreement will be uploaded to the website and any addendums sent out via email for signature.

Selection and Deselection of schools

School / Setting Selection
The Partnership Agreement aspires to support trainees on a journey to Qualified Teacher Status (QTS). Schools are selected on their willingness to work together with the SCITT for the continuous improvement of the quality of initial teacher training.

All schools should provide mentors who are willing to engage with SCITT mentor development training and quality assurance processes in line with National Mentor Standards (2016). The selection of mentors is based on full QTS awarded status and experience of working collaboratively to improve professional development in teaching and learning. All trainee placements will ensure that Equality characteristics are upheld.

QTS ITT guidance criteria are utilised to ensure that appropriate age and phase requirements can be achieved with each group/class of pupils selected for trainees to work with. Ongoing Quality Assurance processes monitor and encourage further professional development wherever possible

Ofsted Categories

Placing a trainee in a school whose most recent inspection was 'requires improvement will be done after correspondence between SCITT SLT and the headteacher in the school. The headteacher needs to be certain that the mentors supporting the trainee are strong enough to provide consistent examples of good or outstanding practice to benefit the professional development of the trainee.

Placing a trainee in a school in special measures will be rare. E&T SCITT understands that schools in this category have many priorities which will make it unlikely that they will have the capacity to train teachers. All parties will need to be content that the trainee's needs will be met and there is sufficient capacity available to prioritise training.

Deselection Criteria

It is rare that circumstances arise when a school or setting will be de-selected and de-selection will only take place when agreed by the majority of the members of The Headteachers' Advisory and Quality Assurance Committee.

Schools may be deselected from the partnership if the school has breached the agreed aims and values of the partnership (as detailed in its policies and vision documents) or the school has reneged on the agreement as detailed in this partnership document. Included in this are expectations that schools will behave in a way which ethically befits the teaching profession.

Should a school be deselected the SCITT will continue to work with the school to assess how reselection can be supported and provide appropriate guidance and training.

If any quality assurance assessments provide clear evidence that school-based training is inadequate the SCITT will provide extra support. This may take the form of bespoke mentor training and detailed monitoring of the provision. However, if the SCITT cannot evidence that school based training is improving then the school will be deselected either with immediate effect or from the start of the next term of academic year.

Appendix A

Mentor Standard and Curriculum

Mentor Roles and Responsibilities

	Necessary Skills, qualities, knowledge and understanding Alongside those detailed in the [Essex and Thames Mentor Standard](#) mentors are expected to:

Mentor Leadership Team
SCITT SLT
	❖ Know how to lead and design mentor training for GMs
	❖ Know how to quality assure mentoring across schools
	❖ Have a good understanding of the evidence base for effective initial teacher training, including;
	    ➢ Programme design and content selection
	    ➢ How to design training curricula
	    ➢ How to monitor and assess the impact of the curriculum
	    ➢ How content and pedagogic approaches differ subject by subject
	    ➢ Best practice for teaching early reading and SSP
	❖ Know how to draw on sources of external expertise alongside internal expertise – particularly where that expertise supports improvement in subject or pedagogical knowledge.
	❖ Have a good working knowledge of the ITT Criteria and accompanying advice
	❖ Have been a senior leader in schools

Senior General Mentors Mentors with significant experience and training, who will oversee the work of other mentors in one particular school	❖ At least 2 years experience of class mentoring ❖ Know how to quality assure mentoring within their schools ❖ Subject and Phase Expertise that includes an understanding of the evidence base used for each phase ❖ Knowledge and understand the content of the school curriculum in each phase, **including** across the National Curriculum
General Mentors All less experienced mentors, working with 1 trainee and with no additional oversight	❖ At least 3 years experience as a class teacher. ❖ Subject and Phase Expertise that includes an understanding of the evidence base used for each subject and phase knowledge and an understanding of the content of the school curriculum in each subject across the National Curriculum for their phase. ❖ This group will include more experienced and new general mentors

Mentor Leadership Team (SLT) Curriculum Intent	Senior General Mentor Curriculum Intent	General Mentor Curriculum Intent
Regional Mentor Training		
Learn *(learn that)*: ● The content of the CCF ● The research and principles underpinning the CCF ● The most current policies in relation to ITT ● The National Policies relating to ITT Learn *(learn to)*: ● How to scaffold deliberate practice ● How to quality assure judgements made of trainees ● How to take different approaches to mentoring based on the principles of instructional coaching ● How to enable mentors to give effective feedback and quality assure this ● How to sequence and revisit components to ensure all trainees secure foundational knowledge before encountering more complex content ● How to anticipate trainee misconceptions (e.g. about how pupils learn or effective teaching). ● How, when planning training, to break down complex training objectives into constituent components and scaffold tasks around them, whilst ensuring that trainees can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach. ● How to analyse data to draw conclusions about what trainees have learned by reviewing patterns of performance over a number of assessments to provide credible interpretations. ● How to use multiple methods of data collection in order to make inferences about mentor quality. ● How to implement disciplinary and PSP	Learn *(learn that)*: ● The content of the CCF including how specific practice has fidelity to the trainee professional studies and subject curricula *(Regional Mentor Programme)* ● The research and principles underpinning the CCF *(Regional Mentor Programme)* ● Where the communities of practice are and how to use them effectively *(Subject forums)* ● Subject specificity: the evidence bases used for each subject and phase *(Subject forums)* ● That it is essential to ensure that mentors are able to continually develop specialist subject, phase and domain expertise. *(Subject forums)* ● That it is essential to communicate expectations around mentoring with clarity. *(Regional Mentor Programme)*	Learn *(learn that)*: ● The content of the CCF including how specific practice has fidelity to the trainee professional studies and subject curricula *(Regional Mentor Programme)* ● The research and principles underpinning the CCF *(Regional Mentor Programme)* ● The agreed principles of curriculum design *(Regional Mentor Programme)* ● The evidence underpinning effective teaching at a general level *(Regional Mentor Programme)* ● Where the communities of practice are and how to use them effectively *(Subject forums)* ● Subject specificity: the evidence bases used for each subject and phase *(Subject forums)*

processes for trainees
- How to develop clear, logical and well specified implementation plans, and use these to build collective understanding and ownership of the approach.
- How to monitor implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).
- Support mentors to ensure they are current in terms of research and evidence

Learn *(learn to)*:
- Scaffold deliberate practice identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus trainees' thinking on these essential components *(Regional Mentor Programme)*
- Decide on which evidence should inform phase and subject and share this with trainees *(Subject forums)*
- Take different approaches to mentoring based on the principles of instructional coaching *(Regional Mentor Programme)*
- Identify interventions or modifications to deliberate practice to support diverse trainee needs *(Regional Mentor Programme)*
- Set targets that are meaningful and aligned to the intended outcomes of the trainee curriculum *(Regional Mentor Programme)*
- Scaffold challenging professional dialogues *(Regional Mentor Programme)*
- Diagnose what teachers know and can do; starting professional development from that point and adapting the approach based on the trainees' developing expertise, and applying an understanding of the typical differences between novice and expert teachers *(Regional Mentor Programme)*
- Break down complex training objectives into constituent components and scaffold tasks around them, whilst ensuring that trainees can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach. *(Regional Mentor Programme)*

Learn *(learn to)*:
- How to scaffold deliberate practice identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus trainees' thinking on these essential components *(Regional Mentor Programme)*
- How to choose appropriate development approaches including modelling, explanations and scaffolds, acknowledging that novices need more structure, support and exemplification *(Regional Mentor Programme)*
- How to decide on which evidence should inform phase and subject and share this with trainees *(Subject forums)*
- How to take different approaches to mentoring based on the principles of instructional coaching *(Regional Mentor Programme)*
- How to identify interventions or modifications to deliberate practice to support diverse trainee needs *(Regional Mentor Programme)*
- How to set targets that are meaningful and aligned to the intended outcomes of the trainee curriculum *(Regional Mentor Programme)*
- How to scaffold challenging professional dialogues *(Regional Mentor Programme)*
- How to diagnose what teachers know and can do; starting professional

	● Choose appropriate development approaches including modelling, explanations and scaffolds, acknowledging that novices need more structure, support and exemplification *(Regional Mentor Programme)* ● Support General Mentors to ensure they are current in terms of research and evidence both generally and for specific subjects *(Regional Mentor Programme and Subject forums)*	development from that point and adapting the approach based on the trainees' developing expertise, and applying an understanding of the typical differences between novice and expert teachers *(Regional Mentor Programme)* ● How to break down complex training objectives into constituent components and scaffold tasks around them, whilst ensuring that trainees can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach. *(Regional Mentor Programme)* ● Ensure they are current in terms of research and evidence both generally and for specific subjects *(Regional Mentor Programme and Subject forums)*
Mentor Leadership Team (SLT) Curriculum Intent	**Senior General Mentor Curriculum Intent**	**General Mentor Curriculum Intent**
SCITT Mentor Training		
Learn *(learn that)*: ● The content of the SCITT Trainee Curriculum ● The research and principles underpinning the SCITT Trainee Curriculum ● The SCITT Policies relating to its programmes	Learn *(learn that)*: ● How Trainees are taught to structure their research. ● Where the communities of practice are and how to use them effectively. ● Phase specificity: the evidence bases used for each phase. ● That it is essential to ensure that mentors are able to continually develop specialist subject, phase and domain expertise. ● That it is essential to communicate expectations around mentoring with clarity.	Learn *(learn that)*: ● The agreed principles of curriculum design. ● How Trainees are taught to structure their research ● The evidence underpinning effective teaching at a general level. ● Where the communities of practice are and how to use them effectively ● Phase specificity: the evidence bases used for each phase.
Learn *(learn to)*:	Learn *(learn to)*:	Learn *(learn to)*:

- How to support, guide and assess the impact of the Intensive Training Practices
- How to analyse SCITT specific data to draw conclusions about what trainees have learned by reviewing patterns of performance over a number of assessments to provide credible interpretations.
- How to implement processes for disciplinary and PSPs for trainees, within the SCITT's policy framework
- How to manage marketing and the SCITT's online profile to reflect the quality of its work
- How to carry out research at a management level

- Scaffold deliberate practice identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus trainees' thinking on these essential components using SCITT structures
- Enable trainees to give effective feedback
- Take different approaches to mentoring based on the principles of instructional coaching using SCITT structures
- To support, guide and assess the impact of the Intensive Training Practices
- Identify and guide trainees to work with expert colleagues
- Make accurate assessments about what trainees know and understand and what they are able to apply
- Identify interventions or modifications to deliberate practice to support diverse trainee needs
- Set targets that are meaningful and aligned to the intended outcomes of the trainee curriculum
- Scaffold challenging professional dialogues (debates)
- Diagnose what teachers know and can do; starting professional development from that point and adapting the approach based on the trainees' developing expertise, and applying an understanding of the typical differences between novice and expert teachers
- Break down complex training objectives into constituent components and scaffold tasks around them, whilst ensuring that trainees can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach.

- Scaffold deliberate practice identifying and focussing on the essential knowledge, skills and concepts of teaching a particular subject within a particular phase/domain and then planning activities that focus trainees' thinking on these essential components using SCITT structures
- Choose appropriate development approaches including modelling, explanations and scaffolds, acknowledging that novices need more structure, support and exemplification
- Enable trainees to give effective feedback
- Identify and guide trainees to work with expert colleagues
- Take different approaches to mentoring based on the principles of instructional coaching using SCITT structures
- Support and guide and assess the impact of the Intensive Training Practices
- Make accurate assessments about what trainees know and understand and what they are able to apply
- Identify interventions or modifications to deliberate practice to support diverse trainee needs
- Set targets that are meaningful and aligned to the intended outcomes of the trainee curriculum
- Scaffold challenging professional dialogues (debates)
- Diagnose what teachers know and can do; starting professional development from that point and adapting the

	● Use multiple methods of data collection in order to make inferences about trainee quality. ● Choose appropriate development approaches including modelling, explanations and scaffolds, acknowledging that novices need more structure, support and exemplification ● Reinforce initial training with expert follow-on support within the school. ● Support General Mentors to ensure they are current in terms of research and evidence both generally and for specific subjects	approach based on the trainees' developing expertise, and applying an understanding of the typical differences between novice and expert teachers ● Break down complex training objectives into constituent components and scaffold tasks around them, whilst ensuring that trainees can reconstruct the components back into a whole through their understanding of the underlying principles behind a particular approach.

Partnership Agreement between Essex and Thames Education and:
Essex and Thames SCITT
(signature) Jo Palmer-Tweed, BEd hons Cantab, FCCT, FRSA Chief Executive Officer
Date

Partnership School
School Name
Headteachers Name
I confirm that the headteacher has read and understood the Partnership Agreement
Senior General Mentor Name
Senior General Mentor Signature
Date