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**SCHOOL OF EDUCATION**

**INITIAL TEACHER EDUCATION**

**SCHOOL PARTNERSHIP AGREEMENT**

**BA Primary Education**

**PGCE Primary (university-centred)**

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| **1.** | **INTRODUCTION** | |
|  | 1.1 | This booklet sets out the framework for York St John University’s partnership with the primary schools that offer placements for our student teachers. Submitting offers for placements and confirming this agreement has been read constitutes a contract between the School and the University. |
|  | 1.2 | This booklet should be read in conjunction with the other documentation for school experience, including the Planning & Assessment Guidance, School Experience handbooks and Student Teacher Profile. These are all available on the University’s website at www.yorksj.ac.uk/placements. |
|  | 1.3 | The University recognises that the needs of children in school must be the primary concern of all staff involved in the Partnership and that it is not acceptable for any aspect of partnership to compromise the meeting of those needs. |
|  | 1.4 | The University recognises two levels of partnership:   * *Full Partnership* – schools which offer placements for student teachers and mentor them in school; * *Associate Partnership* – schools which offer placements for student teachers but do not mentor them in school.   All of the responsibilities and activities detailed in this booklet apply to both types of partnership school, with the exception of those detailed in 3.2.3 which apply only to schools in Full Partnership. |
|  | 1.5 | This agreement will be updated annually and available on our website. All schools will be required to confirm they have read and understood the Partnership Agreement each academic year when placements offers are made online. |
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| **2.** | **THE BENEFITS AND AIMS OF ITE / SCHOOL PARTNERSHIP** | |
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|  | 2.1 | **The benefits of ITE/School Partnership** |
|  |  | *Schools gain:*   * Opportunities to share and model good learning and teaching; * Opportunity to reflect on and share good classroom practice; * Personal and professional development for staff; * Generic mentoring skills; * Insights for work with NQTs; * Evidence for Performance Management; * New ideas from student teachers; * Additional adult support for the children; * Involvement in training the teachers of the future.   *Student teachers gain:*   * Experience of interacting, teaching, observing and reflecting on children’s learning; * The opportunity to observe good practice and experience a variety of learning environments; * Day-to-day contact with their mentor and class teacher; * Regular feedback and opportunities to ask questions * Evidence of the importance of effective planning, monitoring and assessment.   *Higher Education Institutions (HEIs) gain:*   * Close links with colleagues in school; * Insights into the impact of recent and current initiatives; * An opportunity to reflect on and review the quality and impact of ITE provision; * Collaboration with teachers in the processes of recruitment, teaching, curriculum development, SE moderation, University committees, school-based research. |

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|  | 2.2 | **The aims of ITE/School Partnership** | |
|  |  | The University shares the NCTL’s view of the benefits of partnership:  *“Successful partnerships benefit everyone involved. Student teachers can be confident that all partners are making a planned, integrated contribution to their training. Teachers have fresh opportunities to reflect on and articulate their own practice and to engage in professional dialogue with student teachers, tutors and other colleagues. Schools, and HEIs, have the opportunity to engage with new ideas and draw on experience and expertise in relation to the induction of NQTs and the continuing professional development of their staff. Providers are better placed to ensure their ITT programmes reflect the changing needs of schools.”* | |
|  | 2.3 | The University also recognises that partnerships with schools are created to:   * provide a range of education, training and practical teaching experiences to support student teachers in achieving the award of Qualified Teacher Status and becoming effective and committed members of the teaching profession; * support student teachers through guided professional experience with the aim of developing teachers of the highest calibre, informed by reflective practice; * enable open and honest communication between schools and the University engaging in professional dialogue in order to learn from each other and to enable all partners to better fulfil their roles and maintain the highest possible quality in the training of future teachers; * offer equality of opportunity to all student teachers and partnership colleagues, and welcome their participation whatever their gender, social, cultural, ethnic or linguistic background, recognising that all partners bring knowledge, interests, skills and strengths from which all may benefit; * ensure that all student teachers develop the professional values and practice which will enable them to become committed teachers who promote high expectations; * ensure that student teachers understand that taking responsibility for their own professional development, and critically evaluating their practice, is part of the professional role of every teacher. | |
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| **3.** | **ROLES AND RESPONSIBILITIES** | | |
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|  | 3.1 | **The University** | |
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|  |  | 3.1.1 | **Student teachers** |
|  |  |  | All students registered on primary ITE programmes at the University are known as ‘student teachers’ in relation to school experience. Their main responsibilities whilst on placement are to:   * work in partnership with colleagues in school and the University; * attend School Experience briefings; * behave in a professional manner, including being punctual and appropriately dressed for their school experience; * develop professional competence in the Teachers’ Standards for the award of QTS; * maintain their school experience documentation; * participate in partnership meetings as appropriate; * participate in the appraisal process; * seek, receive and act upon advice; * participate in the profiling process; * engage in a range of wider professional activities including staff meetings, parent consultations and staff training where appropriate; * undertake University-initiated tasks within the school context; * involve themselves in the general and corporate life of the school; * take responsibility for their own professional development. |

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|  |  | 3.1.2 | **Head of the School of Education** |
|  |  |  | The Head of the School of Education has overall responsibility for all ITE programmes in the University. |
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|  |  | 3.1.3 | **Subject Directors for Undergraduate and Postgraduate ITE** |
|  |  |  | Subject Directors have overall responsibility for the strategic leadership of their programmes and will provide academic leadership in the development of the course portfolio including design, curriculum and assessment. They are responsible for developing and maintaining partnerships with external stakeholders in liaison with the Subject Director for ITE Partnerships. |
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|  |  | 3.1.4 | **Subject Director for ITE Partnerships** |
|  |  |  | The Subject Director for ITE Partnerships is responsible for growing and nurturing the partnership, developing new opportunities and networks, representing the University in external meetings and bodies and overseeing the work of University Leads for Link Tutors and Mentors, School Experiences and NQTs. |
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|  |  | 3.1.5 | **Link Tutors** |
|  |  |  | Link tutors support schools and mentors across all programmes as a named tutor for a group of schools in an area. They are responsible for the quality assurance of the student teachers’ experience and ensure consistency of judgement by mentors in those schools.  Their main responsibilities before the School Experience are to:   * make an initial contact with each link school by email/letter, reminding them of, or giving them new contact details; * contact schools at least once during the serial days and before the main block to check that the student teacher is prepared and to establish a mutually agreed method of contact (see below); * contact the student teacher before the main block and to familiarise themselves with the student teacher’s targets from the previous school experience; * attend briefing meetings for each school experience if possible and to receive briefing presentation materials from the School Experience Director; * visit the school to discuss documentation, expectations etc. in the case of a new partnership school or when the school has not been able to attend an school experience briefing meeting.   During the school experience to:   * make a minimum of one visit to the school during any school experience (for undergraduate school experience 1 this should be a minimum of 4 visits).   Contact with schools:   * To agree a method of contact with the mentor(s)/class teacher(s) and the frequency of these, based on individual needs. * *The minimum contact should be at least once during the preparation days and then at the start, in the middle and near the end of the main block, but the emphasis should be on a regular, two-way contact;* * *Undergraduate school experience 1 schools should be contacted regularly during preparation days and on a weekly basis during the block school experience;* * *In the case of a student teacher who is causing concern, the contact should be at least weekly, possibly daily, until the problems are resolved. All concerns, actions and outcomes should be logged and retained as written evidence.* * To keep the School Experience Director informed about student teachers causing concern or significant issues.   Shared Appraisals:   * To carry out at least one shared appraisal in an academic year in each active link school to meet quality assurance sampling; * To plan for a shared appraisal on all paired undergraduate school experience 2 and postgraduate school experience 2 student teachers; * To undertake a shared exit appraisal on all final school experience student teachers at the mid-point of the placement. In the rare case when an agreement cannot be made, the Link Tutor will inform the School Experience Director who will make further moderation arrangements; * To ensure, if there is more than one mentor in school, that shared appraisals are carried out on a rotational basis with mentors; * To complete a Link Tutor’s Moderation Form or Exit Form (as appropriate) and send this along with a copy of the student teacher’s planning, the mentor’s and the Link Tutor’s appraisal sheets to the Placements Team who will then put them in the Link Tutor’s file.   At the end of the School Experience:   * To contact the school to gain evidence about the student teacher’s progress and to then inform the School Experience Director of the final outcome of the placement; * To contribute to the school experience de-briefing session.   During the course of the academic year:   * To be alert to OFSTED inspections, significant developments or issues for each school in the link tutor’s area; * To be alert to any significant changes in staff, e.g. Headteacher, ITE co-ordinator and inform the Placements Team to update the Schools Database; * To alert the SE Lead and Placements Team Manager of any schools or mentors causing concern; * To inform the Placements Team when an OFSTED inspection has taken place so that the Schools Database can be updated; * To remind mentors to access the website for documentation * To contact non-mentoring schools in the tutor’s area in order to promote a fuller partnership; * To complete, at the end of each academic year, a Link Tutor report to update the University about the strengths/development needs/areas of expertise of each Link school in the tutor’s area. This report to be passed to the Link Tutor and Mentor Lead. |

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|  |  | | 3.1.6 | **External Mentors** |
|  |  | |  | If a school does not have a trained mentor the University will appoint an External Mentor. This person is an experienced mentor who will take major responsibility for student teachers throughout the school experience.  Their day to day responsibilities are the same as for the school-based mentor (see paragraph 3.2.3). In addition they are responsible for liaising with the school and the class teacher. |
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|  |  | | 3.1.8 | **Student Placements Team Manager**  The Placements Team Manager makes arrangements to place student teachers in appropriate schools and leads and manages the administration of the Student Placements Team, working in liaison with the Director of ITE Partnerships, School Experience Directors, Subject Directors and Head of School. |
|  |  | | 3.1.9 | **Student Placements Team** |
|  |  | |  | The Placements Team provides support for schools, School Experience Directors, and Subject Directors to establish, maintain and enhance the partnership. The main responsibilities of the office are to:   * deal with telephone enquiries, photocopying and filing information relevant to school placements; * maintain the Schools Database; * act as Secretary to the Primary and Secondary Steering Groups; * manage the production and distribution of all documentation relevant to school experience; * in the case of a short-fall in places agree a shared approach to negotiating additional places with the Placements Team Manager; * arrange transport for student teachers to placements, as decided by the Placements Team Manager, and liaise with relevant companies; * inform student teachers about placement and transport arrangements; * prepare mentor agreements; * manage the return and distribution of interim reports and school experience evaluations; * respond to messages from student teachers regarding absence during their placement and inform the relevant staff; * organise venues for mentor training including initial contact with schools; * support the preparation of training documentation; * maintain records of mentors trained, communication with schools and collate mentor training requests; * provide administrative support for delivery of mentor development. |
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|  | 3.2 | | **Schools** | |
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|  |  | | 3.2.1 | **Headteacher** |
|  |  | |  | The Headteacher’s role is crucial to the effective operation of the partnership. The Headteacher may nominate a member of staff to act as the coordinator for placements. The main responsibilities of the Headteacher, or their nominee, are to:   1. coordinate placements for student teachers in the school and ensure that the University is kept informed of any changes to the school’s circumstances that might affect its ability to offer places to student teachers; 2. ensure that the school has appropriate public liability insurance that covers student teachers whilst on placement; 3. be committed to a whole school policy in the professional and pastoral support of student teachers; 4. promote positive attitudes towards teaching as a profession; 5. lead school staff in developing their understanding of current developments in ITE; 6. ensure that staff are given appropriate opportunities to attend SE briefings and training sessions; 7. have knowledge and understanding of the mentor’s, class teacher’s and link tutor’s role and responsibilities and be committed to facilitating the effectiveness of their roles; 8. have an understanding of ITE within the continuum of staff development; 9. ensure that student teachers are informed of school’s health and safety policy and is given access to the school’s assessment information; 10. ensure the appropriate deployment of mentoring fees; 11. be involved in the recruitment and selection of prospective student teachers; 12. contribute to the university-based curriculum where appropriate. |
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|  |  | | 3.2.2 | **Class teacher** |
|  |  | |  | The class teacher should have completed their NQT year before they take a student teacher into their class and should be a good role model for student teachers. The class teacher may also be the mentor, in which case the responsibilities detailed in 3.2.3 also apply.  Their main responsibilities are to:   1. liaise with the mentor concerning the details of the School Experience; 2. support the student teacher in the classroom; 3. advise the student teacher on all aspects of their class including pupil names and key information about pupils’ development; 4. offer an effective professional model to student teachers; 5. assist student teachers to plan, teach and assess children and reflect on their professional development in relation to their particular stage of development; 6. involve student teachers as far as possible in planning and provide access to their own plans; 7. support, encourage and provide feedback on the performance of student teachers; 8. engage student teachers in a range of wider professional activities including staff meetings, parent consultations and staff training where appropriate; 9. participate in review meetings and the triangulation meeting; 10. report to the mentor evidence of the student teacher’s competence. |
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|  |  | | 3.2.3 | **Mentor** |
|  |  | |  | The mentor should normally be an experienced member of staff as they are expected to take major responsibility for student teachers throughout the school experience.  Their main responsibilities are to:   * participate in mentor training and attend School Experience briefings; * be aware of the conditions of the Partnership Agreement; * induct the student teacher into the school; * negotiate the student teacher’s responsibilities with the class teacher(s), as appropriate; * provide professional support, including planning; * provide pastoral advice and support when needed; * ensure that student teachers are engaged in a range of wider professional activities including staff meetings, parent consultations and staff training where appropriate; * conduct appraisals of student teachers using the approved framework and give oral and written feedback to the student teachers including targets for improvement; * submit an interim report on each student teacher; * monitor and add to the Student Teacher’s Profile on a weekly basis; * hold planning and review meetings with student teachers; * identify evidence of student teacher achievement and also areas of concern and discuss these with student teacher and class teacher; * inform the student teacher and Link Tutor at an early stage where a student teacher is causing concern; * ensure the quality of the student teacher’s experience; * arrange and participate in a summative triangulation meeting with class teacher and student teacher as late in the placement as is practicable; * ensure that all documentation is completed and forwarded to the Placements Team by the due date; * contribute to the School Experience evaluation process; * be involved in the recruitment and selection of prospective student teachers; * contribute to the university-based curriculum where appropriate. |
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| **4.** | **SELECTION AND DE-SELECTION OF PARTNERSHIP SCHOOLS** | | | |
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|  | 4.1 | | **Selection of new partnership schools** | |
|  |  | | 4.1.1 | A record of all partnership schools is maintained by the Placements Team on the Schools Database. |
|  |  | | 4.1.2 | New schools are added to the partnership through various mechanisms, e.g. the development of a new cluster, the need for a placement in a particular area, or a decision by a school to change which ITE provider they work with. In all cases the process by which schools join the partnership is the same. |
|  |  | | 4.1.3 | Schools wishing to enter into partnership with the University are expected to:   * be committed to supporting the University in enabling student teachers to meet the standards for QTS through University and school-based learning*;* * have in place school policies that support ITE; * have staff who support whole school involvement in ITE; * make available experienced and skilled teachers to work with student teachers; * provide trained mentors to support student teachers where possible or enable external mentors to fulfil their responsibilities as appropriate; * enable teachers to attend briefing meetings and undergo mentor training; * have external evidence of successful practice, e.g. in OfSTED reports; * comply with the University’s Equal Opportunities and Race Equality statements.   Schools may also choose/be asked to:   * be involved in the joint interviewing and selection of applicants for a place on the course; * join the Primary Steering Group; * contribute to programme planning and review including the development of the curriculum; * host school experience briefing meetings; * offer placements for student teachers re-sitting their school experience. |
|  |  | | 4.1.4 | Initial contact is normally made by the Placements Team Manager who discusses the benefits of, and arrangements for, partnership. |
|  |  | | 4.1.5 | The most recent OFSTED report is checked by the Placements Team. Schools wishing to join the partnership must have achieved a score of at least 3 in all areas of their most recent inspection. Provided the report is satisfactory, the school is then added to the Schools Database. |
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|  | 4.2 | | **De-selection of partnership schools** | |
|  |  | | 4.2.1 | It is very rare for it to be necessary to end the partnership with a school. This situation normally only arises where it becomes evident that the school is not fulfilling their responsibilities and is either unable or unwilling to rectify the situation. If concerns are expressed about a particular school’s fulfilment of their responsibilities then the University will seek to address problems at an early stage to avoid the necessity for ending the partnership. A record of all correspondence with the school will be kept on file in the Placements Team. |
|  |  | | 4.2.2 | The University may place student teachers in schools that have been put into Special Measures or given Notice to Improve by OfSTED if the University is confident that the school can still provide an appropriate and quality placement and that the student teacher will not in any way be disadvantaged. This would be the case, for example, where the areas identified for improvement do not affect the age range or subject for which the student teacher is training. Placements in such schools will be kept under close review. Where a school is placed under Special Measures or given Notice to Improve part-way through a school experience, the situation will be reviewed to ascertain what is in the best interests of the student in completing the experience successfully. |
|  |  | | 4.2.3 | Link Tutors are responsible for alerting the Placements Team about problems regarding the suitability of schools for placements. |
|  |  | | 4.2.4 | Initially any concerns are discussed and, wherever possible, resolved through discussion between the school and Link Tutor. |
|  |  | | 4.2.5 | Where issues are not resolved, the Link Tutor reports the problem to the School Experience Lead and Placements Team Manager. They will seek to resolve the matter through further discussion with the school. |
|  |  | | 4.2.6 | Where the matter remains unresolved it will be brought to the attention of the Subject Director for ITE Partnerships. The issues are carefully considered and further discussions with the school may be proposed, normally involving the Headteacher. |
|  |  | | 4.2.7 | Where a satisfactory resolution is not achieved the Subject Director for ITE Partnerships or Head of School will write to the Headteacher, setting out clearly and specifically the issues that must be addressed, and requesting written confirmation that appropriate action will be taken. The letter will clearly state that if the school is unwilling or unable to address the specified points it will no longer be considered for student teacher placements. |
|  |  | | 4.2.8 | Where no satisfactory response is received the Subject Director of ITE Partnerships will write to the Headteacher to confirm that the University will no longer place student teachers in the school. |
|  |  | | 4.2.9 | In all cases where the procedure goes beyond 4.2.2 the matter is reported to the University School Management Group, which is kept up to date on progress and the eventual outcome. |
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| **5.** | **QUALITY ASSURANCE** | | | |
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|  | 5.1 | | All members of the partnership are involved in monitoring the quality of student teachers’ school experience. The University has in place a range of mechanisms for ensuring the quality of placements. | |
|  |  | | 5.1.1 | An annual shared moderation appraisal visit is made to each active partnership school by the link tutor. A Moderation Form is submitted by the Link Tutor to the Placements Team and a sample are scrutinised annually by the Link Tutor and Mentor Lead. |
|  |  | | 5.1.2 | Outcomes of the School Experience Evaluation process undertaken by student teachers, mentors, class teachers and link tutors are collated and analysed by each School Experience Director. The School Experience Directors share the outcomes of the evaluations with the School Experience Lead and Subject Directors. Any action taken as a result of the evaluation is detailed in the school experience handbook the following year and reported in programme meetings. |
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|  |  | | 5.1.3 | The Primary Steering Group, comprising both University and school staff, meets each term to consider issues arising from the programme meetings and school experiences and provides an opportunity for school staff to improve and develop the partnership and the ITE programmes. |
|  |  | | 5.1.4 | The University has a number of External Examiners and External Assessors who monitor and evaluate the quality of the University’s provision. As part of the examination process for student teachers on their final school experience, the external examiners and assessors will visit a selection of schools to observe the student teachers teaching and discuss their performance with the mentor and/or class teacher. The External Examiners also attend the School Assessment Panel and provide an annual report on the quality of the University’s provision. |
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| **6.** | **HEALTH AND SAFETY OF STUDENT TEACHERS** | | | |
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|  | 6.1 | | The University takes the health and safety of its student teachers seriously; recognising the duty of care it has towards them but also the fact that the student teachers are adults. | |
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|  | 6.2 | | **Travelling to placements** | |
|  |  | | 6.2.1 | In placing student teachers for each school experience, the Placements Team will take all steps possible to ensure that student teachers can reach their school in a reasonable period of time and by suitable means. This will include buses, hire cars, public transport, a lift with another student teacher and driving their own car. |
|  |  | | 6.2.2 | The *Study Related Driving Policy – Students* sets out the policies regarding students driving their own car or a hire car to a placement. This is available on the University website. |
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|  | 6.3 | | **Whilst in school** | |
|  |  | | 6.3.1 | Whilst on placement, responsibility for the health and safety of student teachers rests with the school. The Headteacher is responsible for ensuring that the school has appropriate public liability insurance. |
|  |  | | 6.3.2 | As part of the induction process the Headteacher, or their nominee, must brief the student teacher on health and safety matters. |
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| **7.** | **TRANSFER OF RESOURCES** | | | |
|  | 7.1 | | The University pays fees to schools which mentor student teachers. The fees are reviewed annually and take into account the length of the placement, the number of appraisals required and the administrative costs associated with supporting student teachers in school. | |
|  | 7.2 | | Fees are paid to schools separately for each school experience. The Placements Team sends a copy of the Mentor Agreement to each school detailing the names of the student teachers and the fees payable. The fee is paid towards the end of each school experience into the bank account nominated by the school or by cheque. The University is not able to pay fees directly to individual mentors. | |
|  | 7.3 | | If a student teacher withdraws during a placement the mentor fees will normally still be paid. | |
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| **8.** | **ALLOCATION OF PLACEMENTS** | | | |
|  | 8.1 | | Partnership schools are contacted annually to establish the extent of their availability to offer placements and to update the information held in the Schools Database. Schools may wish to temporarily withdraw from the partnership by not offering placements due to staff changes, major building works, school mergers etc. In such cases this should be communicated to the Placements Team. Whilst schools often do not wish to offer placements during OFSTED inspections and/or in classes undergoing SATs, the University welcomes the experience that being in school during these times can provide for student teachers. | |
|  | 8.2 | | Student teachers are placed in schools within the constraints of the key stage required, travel arrangements and accessibility. It is not possible to guarantee partnership schools who offer placements that they will be allocated student teachers. If more offers are received from schools than are required, student teachers are allocated to schools on the following basis:   * the appropriateness of the key stage; * the location of the school in relation to the student teacher’s address and their transport arrangements; * the availability of a trained mentor in school. | |
|  | 8.3 | | It is occasionally necessary to alter the arrangements for placements due, for example, to changes in student teachers’ circumstances. In such cases the Placements Team will consult with the school and keep them informed of any changes. | |
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| **9.** | **PROBLEM SOLVING** | | | |
|  | 9.1 | | The document ‘Dealing with Placement Problems’ provides guidance for dealing with weak and failing student teachers. The decision to withdraw a student teacher from a placement is seen as a last resort and is only taken when all other options have been explored. | |
|  | 9.2 | | In some exceptional cases it may be necessary for a student teacher to be moved to a different school if the placement becomes untenable or proves to be unsuitable. This decision would be taken in consultation with the school and Link Tutor and requires the approval of the School Experience Director. | |
|  | 9.3 | | The following flow diagram show the normal lines of communication that should be followed:  Student Teacher  Mentor  Link Tutor  School Experience Director  Placements Team Manager  SE Lead | |
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| **10.** | **TRAINING AND SUPPORT** | | | |
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|  | 10.1 | **Mentor training and development** | | |
|  |  | 10.1.1 | | The University provides training for both school-based and external mentors. There is a programme of training in various locations each term, the dates for which are advertised on the website and circulated to schools. |
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|  |  | 10.1.2 | | The University recognises the training of other regional providers. Link tutors are asked to ensure school-based mentors who have been trained by another provider are clear about the expectations of mentoring a York St John student teacher. |
|  |  | 10.1.3 | | Mentors who completed training more than three years ago, or who have been trained by another provider, will be provided with additional support by the Link Tutor to ensure that they are aware of any changes in mentoring practice or process. |
|  |  | 10.1.4 | | The University does not charge for mentor training sessions. The University pays the travel expenses for attendees and provides appropriate refreshments, but is not able to pay for supply cover. |
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|  | 10.2 | **Link Tutor training** | |
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|  |  | Link tutor training is organised each year for staff new to the University and also to refresh the knowledge and skills of existing staff. | |
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|  | 10.3 | **Documentation** | |
|  |  |  | |
|  |  | 10.3.1 | Each School Experience Director produces a handbook for the school experience. Mentors are provided with a copy of the SE Handbook and an Appraisal Handbook. Link Tutors have a Link Tutor Handbook. There is also a Planning & Assessment Guidance document used for all primary ITE programmes to support students. |
|  |  | 10.3.2 | Documentation is made available to every school, mentor and link tutor and is available on the University website at www.yorksj.ac.uk/placements. |
|  |  |  |  |
|  | 10.4 | **School experience briefings** | |
|  |  |  | |
|  |  | 10.4.1 | Each School Experience Director organises a briefing session prior to each school experience to which all schools and Link Tutors involved in their school experience are invited. |
|  |  | 10.4.2 | School experience briefings provide an opportunity for the School Experience Director, or their nominee, to distribute the documentation for the school experience, explain any particular aspects of the placement and answer questions from school and University staff. |
|  |  | 10.4.3 | Schools that are unable to release a member of staff to attend the briefing meeting are sent the relevant documentation and the presentation materials given at the briefing. |
|  |  |  |  |
| **11.** | **PRIVACY NOTICE** | | |
|  | 11.1 | All personal information gathered and held by York St John University relating to its students and partners is treated with the care and confidentiality required by the General Data Protection Regulation (GDPR) and Data Protection Bill (when enforced) – the data protection legislation.  You can view more details on our website at <https://www.yorksj.ac.uk/university-secretarys-office/what-we-do/data-protection/>. | |



**School Partnership Agreement (Primary)**

I confirm, on behalf of ……………………………………………(school) that I have read and understood the Partnership Agreement and am committed to delivering it in partnership with the University. I understand that the University has selected the school because we:

* are committed to supporting the University in enabling student teachers to meet the standards for QTS through University and school-based learning*;*
* have in place school policies and development plans that support ITE;
* have staff who generally support whole school involvement in ITE;
* make available experienced and skilled teachers to work with student teachers;
* provide trained mentors to support student teachers where possible or enable external mentors to fulfil their responsibilities as appropriate;
* enable teachers to attend briefing meetings and undergo mentor training;
* have external evidence of successful practice, e.g. in OFSTED reports;
* comply with the University’s Equal Opportunities and Race Equality statements.

I also understand the circumstances under which the school may be de-selected.

Signed: …………………………………………………….(Headteacher)

Date: ……………………………

[This is a copy of what is provided in the online form.]

**York St John University**

**School of Education**

**Placement Policy**

School experience is an essential and very important part of the ITE programmes at York St John University. The Student Placements Team (SPT) and School Experience Directors are committed to providing quality placements for student teachers.

Each year the SPT sends a placement offers form with details of all the programmes and dates for each school experience to all partnership schools. Each partnership school completes the form with their choice of placements for the following academic year and returns it to the University. The offers are entered onto a database and these are the final offers the SPT must work with. As soon as all the offers are received the Team Manager and the SPT administrative staff match the offers to the student teachers. In the secondary programme, placements are organised at the Secondary Steering Group meeting.

At the end of the academic year (for continuing student teachers and new full-time postgraduates) or the beginning of the academic year (for new undergraduate student teachers) the SPT will ask all student teachers to complete a form detailing where they will be living during their next placement, any schools local to them, any schools with which they have already had contact, their transport arrangements (e.g. whether they can drive) and any personal circumstances that might affect the choice of placement. The Course Lead does this for Secondary PGCE.

Lower Primary (ages 3 - 7) student teachers require placements in Foundation and Key Stage 1. Upper Primary (ages 5 – 11) student teachers require placements in Key Stage 1 and Key Stage 2. Upper Primary (7-11) student teachers require placements in Y3 or Y4, and Y5 or Y6. School Direct student teacher placements are organised by the Lead in the alliance. Secondary student teachers require placements in Key Stages 3 and 4 (11 – 16 with enhancement for 16 – 19). Each student teacher is placed according to specific criteria including the Key Stage required, the type of setting, transport arrangements, the location of student teacher and available schools. Every effort is made to match student teachers to a suitable placement, taking into account the criteria detailed above and the information provided by student teachers.

Student teachers are not normally placed in a school where they are currently employed (unless salaried School Direct) or where they have relatives on the staff. It is also not desirable to for a student teacher to be placed in a school where they have strong links, professionally or personally, but this will be considered on a case-by-case basis.

Often, because of the location of York St John University, student teachers are required to travel to urban areas such as Middlesbrough, Rotherham, Leeds, Doncaster and Darlington and rural areas in North and East Yorkshire. All student teachers should expect to travel for their placements and the Placements Team Manager will decide upon reasonable travelling times and distances. Further details of the transportation arrangements for placements are available in the relevant travel policies.

York St John University values its partnerships with schools and the positive relationships that have been built. Unless requested, student teachers, therefore, must not approach schools to organise their own placement as the school may not be suitable or it may have an impact on other student teachers already placed in the school.

The NCTL ITT criteria document states that we must ensure “that each trainee teacher has taught in at least two schools” (C2.4).

The SPT will release the placements to students and link tutors via Abyasa in reasonable time before the placement begins. In the event of a school withdrawing advertised places or other unforeseen difficulties arising before the commencement of a placement, school experience directors will meet one-to-one with affected student teachers and, if necessary, make individual adjustments to ameliorate any difficulties encountered. Travel arrangements for undergraduate student teachers will also be published. If, because of a change in personal circumstances, a student teacher feels they cannot travel to their school experience, they must complete a Reconsideration Form and submit it to the SPT. The Placements Team Manager will consider, in consultation with colleagues as necessary, whether an alternative placement is required. If the PlacementsTeam Manager is subsequently satisfied that a student teacher can attend an arranged placement, but the student teacher refuses to do so, the student teacher will be deemed to have failed that school experience. The decision of the Placements Team Manager is final.

Placements Team

2019



**Equal Opportunity Policy Statement**

York St John University is committed to promoting equality of opportunity for all in every aspect of University life and activity. It will encourage and enable employees and students to achieve their full potential in an environment that is free from all forms of unfair treatment, discrimination and harassment.

No employee or potential employee shall receive less favourable treatment or consideration on grounds of social economic group; gender; race; colour; nationality; ethnic or racial origin; carer responsibilities; sexual orientation; disability; age; appearance; trade union activity; or any other conditions or requirements which cannot be shown to be justified.

Every governor, member of management and all employees are instructed that:

1. There should be no discrimination on account of social economic group; gender; race; colour; nationality; ethnic or racial origin; carer responsibilities; sexual orientation; disability; age; appearance; trade union activity.
2. The University will appoint, train, develop and promote on the basis of merit and ability.
3. All employees have personal responsibility for the practical application of the University's equal opportunity policy, which extends to the treatment of employees, students, visitors and customers.
4. Special responsibility for the practical application of the University's equal opportunity policy falls upon all managers and supervisors involved in the recruitment, selection, promotion and training of employees.
5. The University's grievance and harassment procedures are available to any employee who believes that s/he may have been unfairly discriminated against.
6. Disciplinary action will be taken against any employee who is found to have committed an act of unlawful discrimination. Discriminatory conduct and sexual, racial or disability harassment will be treated as gross misconduct.
7. All job advertisements shall identify the University's commitment to being an equal opportunities employer.
8. Details of the University’s commitment will be sent to all job applicants.
9. Where reasonably practical, changes to the workplace can be made; these shall be considered to help to accommodate any person with disabilities.

In the case of any doubt or concern about the application of the policy in any particular instance, any member of staff should consult a senior manager.

**Race Equality Policy Statement (Employment)**



In accordance with the Race Relations (Amendment) Act 2001 this statement relates to the University’s commitment to fulfil its general duties to:

* Eliminate unlawful discrimination.
* Promote equality of opportunity.
* Promote good relations between people of different racial groups.

Whilst not bound by specific duties regarding employment the University intends to demonstrate its commitment by providing a framework to measure the progress of its work to implement its general duties within employment. The University believes that implementing the general duties is essential to its belief in promoting diversity through equal opportunities.

The University undertakes to ensure:

1. When advertising job vacancies, the University will ensure that advertisements are placed in publications that do not restrict or exclude applicants on grounds of race and seek to address issues of under representation by encouraging applications from under-represented black and minority ethnic groups (BME) through wording and placement of adverts.
2. When using employment agencies and job centres the University will ensure that the agency operates an equal opportunities policy with specific regard to race.
3. Selection criteria and rests will relate to job requirements only. In particular:

* A standard of English higher than that needed for the safe and effective performance of the job or clearly demonstrable career pattern will not be required.
* Applicants will not be disqualified because they are not able to complete an application form unassisted unless personal completion of the form is a valid test of the standard of English required for safe and effective performance of the job.
* Overseas degrees, diplomas and other qualifications which are comparable with UK qualifications will be acceptable as equivalents.
* Selection tests which contain irrelevant questions or exercises on matters which may be unfamiliar to racial minority applicants will not be used (for example, general knowledge questions on matters more likely to be familiar to indigenous applicants).

1. Staff responsible for the shortlisting, interviewing and selection of candidates will be given guidance or training to the effects, which generalized assumptions and prejudices about race, can have on selection decisions and made aware of the possible misunderstandings that can occur in interviews between persons of different cultural backgrounds.
2. Where appropriate and lawful GOQ classifications will be applied.
3. Recruitment and selection outcomes will be monitored to assess the impact of those decisions on BME recruitment and the results monitored annually. Recruitment and selection action plans will be drafted in response to the monitoring outcomes, including the setting of targets to increase the racial mix of employees benchmarked against student recruitment and local community diversity.
4. Employment policies will be applied consistently and without unlawful discrimination.
5. The application of Human Resources policies and procedures will be monitored in order to assess that there is no detriment or disproportional effect on BME employees.
6. The University will seek to provide, where reasonably practicable:

* Provision of interpretation and translation facilities, for example, in the communication and grievance and other procedures, and of terms of employment where individual employees are unable to access current format because of language or disability.
* Provide training in ESOL and in communication skills.
* Training for managers and supervisors in the background and culture of ethnic minority groups.
* The use of alternative or additional methods of communication, where employees find it difficult to understand health and safety requirements.
* Encourage the use of community languages to promote positive communication.
  1. Records showing the ethnic origins of existing employees and job applicants will provide the information needed for effective monitoring. The University will operate the ethnic classification system used in the 2001 census to allow benchmarking. Monitoring data will be reported on an annual basis to the JCCs, Academic Board and the Human Resource Development Committee.
  2. In response to under representation of BME communities amongst the workforce the University will:
* Place job advertisements in the ethnic minority press and community newsletters.
* Offer encouragement to employees from these groups to apply for promotion or transfer opportunities.
* Prioritize training for promotion or skill training for employees of these groups who lack particular expertise but show potential.

1. Where employees have particular cultural and religious needs which conflict with existing work requirements, the University will consider whether it is reasonably practicable to vary or adapt these requirements to enable such needs to be met (for example, observance of prayer times and religious holidays).
2. Religious intolerance, or the promotion of religious intolerance, is not acceptable and such occurrences would be subject to disciplinary action.
3. This statement, together with all equal opportunities statements, is made available to all staff and prospective employees.
4. The University undertakes to consult with staff on its developing policy and practice.
5. University policy and practice is informed and supported by its consultation with BME communities through the Building Bridges Forum, the Employment, Monitoring and Training Task Group and the York Race Equality Network.

**York St John University**

**School of Education**

**Policy for Vetting the Suitability of Initial Teacher Education Applicants’ Suitability for Teaching**

1. Before student teachers are registered for a programme of initial teacher education (ITE) they must make an application, through the University, for an enhanced DBS disclosure.
2. Applicants may be permitted to register for an ITE programme while the response to an application for enhanced disclosure is awaited but:

* No student teacher will permitted to commence a placement until the disclosure has been seen by the University and the vetting process has been completed The acquisition of a satisfactory DBS disclosure will be part of the conditions set for entry to the programme of study and applicants will be invited to begin the process of obtaining a disclosure as soon as an offer is accepted.;
* Only in exceptional cases will a student teacher be permitted to continue with her/his programme if a satisfactory enhanced disclosure has not been obtained 10 weeks after registration[[1]](#footnote-1);
* A student teacher who is registered before vetting procedures are complete will have her/his programme terminated with immediate effect if she/he either fails to provide additional information that may be required for vetting or who, when vetting is complete, is identified as being unsuitable for teaching.

1. When enhanced disclosures are seen they will be reviewed initially by the Registrar or nominee. The initial review will determine whether:
2. There are no adverse entries and the applicant may be registered for the programme or, if s/he has already been registered under paragraph 2, s/he may continue with the programme;
3. Entries include minor offences or misdemeanours that do not affect the applicant’s suitability for teaching and s/he may be registered for the programme or, if s/he has already been registered under paragraph 2, s/he may continue with the programme;
4. Entries give cause for concern but there is need for further investigation and/or information to determine whether the applicant is suitable for teaching and the procedure set out in paragraph 4 is to be followed;
5. Entries clearly demonstrate the applicant is unsuitable for teaching and s/he will not be registered for an ITE programme or, if s/he has been registered under paragraph 2, her/his programme will be terminated with immediate effect.
6. Where the initial review determines that there is a need for further investigation and/or information the Registrar (or her nominee) will inform the Head of School. The Registrar (or nominee) and Head of School will meet to confirm what further enquiries and information are necessary. This may include an interview with the applicant. The Registrar (or nominee) and the Head of School will then review all of the available evidence and determine whether:
   1. the applicant is suitable for teaching and may be registered for the programme or, if s/he has already been registered under paragraph 2, s/he may continue with the programme
   2. the applicant is unsuitable for teaching and s/he will not be registered for an ITE programme or, if s/he has been registered under paragraph 2, her/his programme will be terminated with immediate effect.
7. The DBS disclosure is confidential to the university and schools are not entitled to see it, nor to ask student teachers to produce it. This safeguards the school from making a decision which the student teacher may have grounds of appeal against. However we are keen to ensure that schools are fully informed about the DBS status of our student teachers and confirmation that we have received a satisfactory DBS disclosure for any student teacher attending school will be given in our documentation confirming placements. Schools can be confident that we are fully compliant with the guidelines issued by the NCTL and DfE. We have the same interest in ensuring that anyone deemed ‘unsuitable’ does not have access to children in schools.
8. All academic staff of the University whose duties include visiting schools in connection with ITE programmes will be subject to enhanced DBS disclosure on appointment. Where a disclosure indicates the applicant is unsuitable for work with children and young people they will not be involved in visiting schools and, if this was to be an essential element of the post, her/his appointment to the University will not be confirmed.

1. In some cases the timing of the first placement may mean it is not practicable for a student teacher to continue participation in a programme for the maximum 10 weeks allowed for vetting to be completed. The University will be as flexible as possible in providing for student teachers who are awaiting the response to an application to the DBS. [↑](#footnote-ref-1)