



Partnership Agreement

2020 - 2021

An annual contractual agreement between members of the partnership.

Principles and Expectations of Partnership

The programme offered by Cumbria Teacher Training SCITT (CTT) is a school-based route for trainees who want to gain Qualified Teacher Status (QTS) in a school-centred setting, in addition to a PGCE in collaboration with Sheffield Hallam University. The aim of the partnership is to deliver high quality, school-centred initial teacher training that meets the needs of the trainees, the partner schools, the pupils and parents; and secures high quality outcomes for trainees in both attainment and employability. This partnership agreement clearly defines the responsibilities and expectations of all stakeholders in the ITE partnership (for both Primary and Secondary ITE), in order to provide an entitlement framework for trainee teachers and ensure training meets all of the requirements for ITE.

It is important that partners understand the extent of their role. In addition to carrying out formal observations every week, as a SCITT mentor, colleagues are expected to undertake the role of 'school-based trainer', delivering quality CPD which compliments training delivered at Cumbria Teacher Training SCITT in order to enhance trainees knowledge and skills and ensures all elements of the course are consistent.

Appendices:

Appendix 1 – Primary Curriculum Overview

Appendix 2 – Secondary School Direct Curriculum Overview

Appendix 3 – Partnership Agreement between Victoria Infant School (Lead School), CTT Schools and Sheffield Hallam University

Appendix 4 – SLA between CTT and WCTSA

Appendix 5 – CTT Headteacher Contract

Appendix 6 – WCTSA Headteacher Contract

Recruitment & Selection

Cumbria Teacher Training SCITT will:

- In collaboration with partners conduct a high quality, open and transparent recruitment and selection process.
- Ensure all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children's barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these.
- Organise a panel of professionals to review DBS issues comprising representatives from the Partnership.
- Share all recruitment procedures with all members of the partnership and refine if necessary.

School will:

- In collaboration with CTT, conduct a high quality, open and transparent recruitment and selection process.
- 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.

Prior to commencement of Professional Practice

Cumbria Teacher Training SCITT will:

- Ensure the Partnership Agreement is provided to the setting and uploaded to the website prior to the practice starting date and is signed and returned before any trainee undertakes their professional practice.
- Design a clear, purposeful ITE curriculum, based on the ITE Core Content Framework and steeped in quality research.
- Communicate the expectations of the curriculum with mentors and schools through mentor training.
- Make funding explicit in school contracts (see Appendices). (WCTSA has responsibility for the funding arrangements with partner secondary schools).
- Pay supply fees to all schools to ensure mentors can attend CPD at CTT.
- Provide 1:1 bespoke training for any mentor who requires additional support.
- Ensure that the Partnership meets the ITE criteria, including setting appropriate policy for equality and diversity.
- Provide leadership for the SCITT, through the board of directors.
- Appoint sub-committees of the board of directors with specific responsibility for:
 - Leadership and Management
 - Quality Assurance
 - Health, safety, safeguarding and wellbeing.
 - Staffing and Finance
- Ensure all trainees have an Individual Training Plan prior to the course starting and that this document is reviewed, refined and updated in response to need/feedback/audits.
- Prior to embarking upon a Professional Practice all trainees will have received training in the following areas:
 - Safeguarding Level 1

School will:

- By offering Professional Practice opportunities and enhancements to trainees, accept they are agreeing to the terms and conditions of this agreement and will adhere to the terms and conditions of the ITE Partnership Agreement prior to training any trainees.
- Release their headteacher to support delivery of the strategic aims of the partnership, as outlined in the Headteacher contract (Appendices 3 & 4).
- As part of a comprehensive induction programme as would be delivered to any new member of staff, schools will:
 - Promote and advance equality and diversity and eliminate discrimination (as outlined in the CTT Policy).
 - Have a written Health and Safety Policy in place.
 - Ensure that all trainee teachers are provided with the following at the commencement of their training in each school:
 - The child protection policy
 - The staff behaviour policy (sometimes called a Code of Conduct)
 - Information about the role of the designated Safeguarding lead
 - A copy of Keeping Children Safe in Education.
- Accept responsibility for the trainee under the Health and Safety at Work Act 1974 and/or the EU directive for Safety and Health at Work (whichever is the higher requirement).
- For trainees who are pregnant, review the targets set in the Risk Assessment on a weekly basis and inform the SCITT Lead if there are any issues.
- Have in force employers' and /or Public Liability insurances and ensure that

<ul style="list-style-type: none"> - Adverse Childhood Experiences (ACEs) - Child protection, PREVENT and FGM - First Aid Training - Mental Health First Aid Training - Expectations in line with CTT's Code of Conduct Policy 	<p>the trainee and/or accompanying teacher is deemed to be an employee for the purposes of these insurance policies</p> <ul style="list-style-type: none"> • Be responsible for reviewing and updating all information that CTT holds on the school, ensuring it is kept up to date and that CTT is informed of any key changes. • Agree that CTT can store and utilise school information that it holds and use that information for enhancing the training and education it provides. • Ensure that all staff engage in ITE and are aware of the ITE Criteria & Core Content Framework. • 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. • Provide a health and safety induction for the trainee as you would to any member of staff working in your setting ensuring appropriate risk assessments have been carried out. • As part of the trainee's induction into the setting introduce the setting's safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their responsibilities. • Inform CTT should an issue arise under the Prevent Duty which relates to a trainee. • Advise CTT immediately of any injury or loss involving the trainee.
<ul style="list-style-type: none"> • Appoint an External Mentor who will quality assure the professional practice, providing an overview of quality assurance processes and procedures. • Allocate trainees to professional practices based on their identified training needs. • Provide specific guidance to explain the requirements for each professional practice and guidance on how to support the trainee throughout their training in the setting. 	<ul style="list-style-type: none"> • Appoint a trained Lead Mentor who will liaise with CTT to ensure that all training in the setting is of high quality, all trainees are receiving their entitlement and that the required reports and evaluations, are returned on the prescribed dates. • Appoint trained Support Mentors that are able to give high quality, aspirational input to trainee teachers. • Ensure correct contact details (including email addresses) are provided • Agree and adhere to CTT Quality Assurance processes and procedures. • Ensure an appropriate Mentor is identified for each trainee and in the absence of the identified one, ensure a suitable replacement is sourced immediately.
<ul style="list-style-type: none"> • Remain accountable for all assessment judgements and recommendations. • Quality assure all judgements through internal and external moderation. • Provide mentors with the support they need to be able to make accurate judgements of trainees' performance. • Provide mentors with feedback and address training needs (mentor evaluation). 	<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • Outline the process and procedures to enable schools to accurately and consistently assess all trainees on Professional Practice. 	<ul style="list-style-type: none"> • Ensure all mentors and trainers working with trainees have a clear understanding of the most recent professional standards* and CTT assessment processes and procedures
<ul style="list-style-type: none"> • Outline the payment for any Professional Practice. • Ensure that partners are aware that there may be changes to this payment, based upon reduction of days or if the partner is unable to meet the full requirements of the placement. 	<ul style="list-style-type: none"> • Ensure all Mentors attend Mentor training and are aware of and familiar with all required report forms and documentation that they must complete in order for payment to be released. • Ensure that Lead and Support Mentors are conversant with the

	requirements of the phase of training, as set out in the handbook.
<ul style="list-style-type: none">• Complete a health questionnaire to ensure that all trainees are 'fit to teach'.• If a health need is disclosed, ensure that risk assessments and information is liaised appropriately.	<ul style="list-style-type: none">• If a medical or health diagnosis is declared by the trainee or SCITT team to the school the school must act in a professional manner and not discriminate.• A risk assessment should be completed by the school if appropriate i.e. allergy, pregnancy.

During Professional Practice

Cumbria Teacher Training SCITT will:

- Deliver on-going comprehensive training for mentors, including 1:1 training where necessary and termly CPD.
- Ensure compliance of trainees' timetables.
- Ensure schools have the opportunity to engage in wider partnership issues, such as selection of trainees, programme design and development, representation on executive and deliberative committees leading to development of policy.
- Ensure External Mentors provide bespoke support for mentors and quality assure judgements and the quality of written feedback and targets set.
- Provide an overview of 'At risk' procedures.

School will:

- Ensure completion of trainees' timetables in accordance with the requirements of that professional practice
- Ensure a commitment from all relevant staff to the provision of ITE, and access to training provided by CTT.
- Adhere to the CTT observation practices and procedures as outlined in mentor training.
- Monitor trainee achievement and share this with CTT including professional practice interim and summative outcomes.
- Provide support for each trainee to fulfil their teaching potential, ensuring that any risk procedures are adhered to.
- Provide trainees with enhancement opportunities / CPD according to trainee need where possible and appropriate e.g. SEN/D, EAL, Disadvantaged and a challenging school experience to ensure all trainees are highly employable
- Hold a weekly review meeting. This should be a learning conversation; quality CPD for at least half an hour each week. The focus should be on progress of the trainee against the Core Content Framework and the Teaching Standards, their journey, the overall picture, the impact they are having on pupil progress.
- They should meet in a place where they will not be disturbed to discuss:
 - Aspects of teaching and learning
 - An opportunity to share lesson plans and ideas in advance of teaching
 - Implementation of strategies and knowledge gained from centre-based sessions and next steps
 - Subject knowledge development
 - Pupil progress
 - Progress towards the Teacher Standards
 - Assessment and record keeping
- It is the responsibility of the trainee to record the weekly meetings on the appropriate form and to email this document to both the mentor and the SCITT Lead.
- Ensure trainees access the appropriate number of days/hours required for that professional practice.
- Return all reports by the prescribed deadline for that professional practice.
- Promote and advance equality and diversity, eliminating discrimination (as outlined in the CTT policy).
- Ensure that all trainees are able to train across appropriate key stages to gain the breadth and depth of experience required.
- Ensure suitably qualified teaching staff who are either good or outstanding in their own teaching, plan, deliver, facilitate, monitor and assess and improve the training.

	<ul style="list-style-type: none"> • Provide suitable rooms, with lighting, heating and technical facilities for trainees and appropriate amenities are available for trainees to use. • Provide access to ICT equipment with Internet connection at a level appropriate to the number and requirements of the trainees.
<ul style="list-style-type: none"> • Ensure all Mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade, including the setting of appropriate, specific individual targets). • Ensure all Mentors understand the needs of trainees as 'teachers in training' and can support, develop and respond to the individual trainee's training needs by setting appropriate, specific individual targets. • Ensure training is delivered for ITE Ofsted inspections and the ITE Framework for Inspections to the School and prepare them prior to notification of an impending ITE inspection. 	<ul style="list-style-type: none"> • Ensure CTT is informed if their Ofsted/Inspection Grade moves to Requires Improvement or Inadequate as soon as possible. • Ensure all Mentors follow the assessment process. • Enable Lead Mentors to meet, assess and grade trainees. • Allow External Mentors to visit the school to quality assure the quality of observation and feedback that the trainees are receiving within the school. • Ensure that the Mentor attends training on ITE Ofsted inspections and the ITE Framework for Inspections by CTT. • Ensure all trainees are aware of their first point of contact in the school and who to go to if there are any concerns or issues that arise.
<ul style="list-style-type: none"> • Ensure that CTT is a community that supports the Social, Emotional, Mental Health and Wellbeing for its students throughout their school centred initial teacher training by: <ul style="list-style-type: none"> ○ SCITT Lead and External Mentor will create a support plan for trainees with a disclosed health need and liaise appropriately with the school. ○ SCITT Lead and External Mentor will offer tutorials on a regular basis to ensure that all trainees are 'on track' and are managing their current workload. ○ Track trainees via a resilience questionnaire on a termly basis and liaise with the school if 'reasonable' adjustments should be made. ○ Timetable supervision sessions following each phase of training to be attended by the trainee, SCITT Lead and External Mentor. These will focus on: <ul style="list-style-type: none"> • Progress during the placement • Wellbeing and Workload ○ 'Wellbeing Drop in Sessions' for those trainees needing additional support within the academic calendar. ○ Offer opportunities for trainees to attend 'Health and Wellbeing' activities throughout the year. ○ Ensure access to effective services and wellbeing initiatives. ○ Ensure training is delivered to School Based Mentors to recognise signs of social, emotional and mental health needs and ensure they have the appropriate resources to signpost trainees. 	<ul style="list-style-type: none"> • Liaise with Lead or External Mentors or the SCITT Lead if there are concerns with regards to the mental/physical health or academic development of a trainee. • Ensure that the workload given is appropriate and in line with the guidance in the placement handbook. • Follow the guidance given by the CTT team if a trainee is displaying Social, Emotional or Mental Health concerns: <ul style="list-style-type: none"> ○ Resources: free counselling service for any one in an educational setting https://www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling

After Professional Practice

Cumbria Teacher Training SCITT will:	School will:
<ul style="list-style-type: none"> • Complete a review of the data and analyse trends to implement interventions, as appropriate. Data trends and analysis will be shared with all stakeholders and will form part of mentor CPED to ensure all partners are focused on driving improvement. • Communicate with school the outcomes for trainees in their setting against the rest of the cohort, for that academic year. • Send payment upon receipt of the agreed assessment documents 	<ul style="list-style-type: none"> • Have the opportunity contribute to programme design and development. • Ensure that all required reports and evaluations, are returned on the prescribed dates (including interim report forms and professional practice report forms) to ensure payment is processed. • Complete evaluations when requested.
<ul style="list-style-type: none"> • Work alongside WCTSA to provide a rich NQT and RQT programme to grow their skill set and ultimately support the retention of the new teachers in the profession. This programme will feature current educational initiatives including: <ul style="list-style-type: none"> ○ Mental Health and Wellbeing of the individual via an inspirational coach, ○ Supporting the most challenging of children in the modern classroom including those who display social, emotional and mental health needs, ○ Subject specific curriculum content which will support the teacher to continue to grow in subject knowledge and enhance their pedagogical approach as part of the NQT and RQT Programme to support the retention of the new teachers in the profession. 	<ul style="list-style-type: none"> • Have the opportunity to contribute to the design and implementation of the NQT and RQT programme. • Share the programme with NQTs and RQTs • Complete evaluations when requested to ensure that our programme is tailored to the needs of schools in the area.

Appendix 1 – Primary Curriculum Overview

TRAINEES CURRICULUM PLAN 2020-2021

DATE	CPD	LINK TO TEACHING STANDARDS/ ITT CONTENT FRAMEWORK	LECTURER
2.9.2020	<p>FIRST AID – Emergency First Aid in Schools Learning Outcome</p> <ul style="list-style-type: none"> To ensure all trainees have basic first aid training to prepare themselves for working in school 	<p><i>TS 1 – Establishing a Safe Environment for Children</i></p> <p>ITT CCF High expectations</p>	FIRST AID ASSOCIATES
3.9.2020	<p>PREVENT – Introduction around the risks of Radicalisation & the roles involved in supporting those at risk. ACES – Introduction to adverse childhood experiences FGM – Female Genital Mutilation – recognising & preventing FGM</p>	<p><i>1 – Establishing a Safe Environment for Children & 8 Fulfilling wider professional responsibilities.</i></p> <p>ITT CCF Professional Behaviours ITT CCF High expectations</p>	ONLINE TRAINING
4.9.2020	<p>PGCE SHU MODULE 1 DAY 1 PART 1– THE REFLECTIVE TEACHER & PROMOTING TALK FOR LEARNING The module develops the trainees’ ability to reflect effectively on their practice by introducing them to relevant theoretical models of teacher reflection. In particular, they are asked to reflect on the use of talk in classrooms and how it can be used to support learning most effectively. They are introduced to the work of a range of talk-for-learning theorists such as Robin Alexander and Neil Mercer. The assignment requires trainees to carry out a small piece of classroom-based research; they are asked to record and transcribe three short episodes of classroom talk in which they are involved and then reflect on the transcripts to analyse and evaluate ways in which aspects of the talk supported learning.</p>	<p><i>TS 8 Fulfilling wider professional responsibilities</i></p> <p>ITT CCF Professional Behaviours</p>	PETE CHEUNG SHU
7.9.2020	<p>ATTACHMENT IN THE EARLY YEARS – Theory & research in the area of attachment in the early years.</p>	<p><i>TS 5 – Adapt Teaching to respond to the strengths and needs of all pupils including those with SEN</i></p> <p>ITT CCF Adaptive Teaching ITT CCF How pupils learn</p>	ONLINE TRAINING

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<p>8.9.2020</p>	<p>UNDERSTANDING EARLY YEARS ENVIRONMENTS & CHILDREN'S SPACES – Considers some of the environment's children encounter in the early years</p>	<p><i>5 – Adapt Teaching to respond to the strengths and needs of all pupils including those with SEN.</i></p> <p>ITT CCF Adaptive Teaching</p> <p>ITT CCF How pupils learn</p>	<p>ONLINE TRAINING</p>
<p>9.9.2020 & 10.9.2020</p>	<p>MENTAL HEALTH TRAINING -</p> <ul style="list-style-type: none"> • An in depth understanding of young people's mental health • Practical skills to spot the triggers • Confidence to reassure and support a young person in distress • Non-judgemental listening skills • Knowledge to help a young person recover by guiding them to further support • Tools to look after trainees own mental well-being 	<p><i>5 – Adapt Teaching to respond to the strengths and needs of all pupils including those with SEN.</i></p> <p>ITT CCF Adaptive Teaching</p>	<p>ANNE-MARIE STEEL</p>
<p>11.9.2020</p>	<p>PHONICS – TEACHING OF SYSTEMATIC SYNTHETIC PHONICS Learning Outcomes</p> <ul style="list-style-type: none"> • Understand the Teaching Standard relating to phonics • Can discuss what I know about Phonics • Understand what the National Curriculum says about Phonics • Can discuss and identify good Phonics pedagogy • Can plan how I will use what I know about Phonics Pedagogy to teach Phonics • Have an understanding on the expectations of my phonics teaching 	<p><i>3 – Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>MARK HAZZARD</p>
<p>14.9.2019</p>	<p>CHILD PROTECTION IN EDUCATION –raise awareness of abuse and neglect and helps you understand how to take action if you know or suspect that a child or young person needs help.</p>	<p><i>1 – Establishing a Safe Environment for Children & 8 Fulfilling wider professional responsibilities.</i></p> <p>ITT CCF High expectations</p> <p>ITT CCF Professional Behaviours</p>	<p>ONLINE TRAINING</p>

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<p>15.9.2019</p>	<p>LESSON PLANNING – An overview of lesson planning Learning Outcomes</p> <ul style="list-style-type: none"> To ensure trainees are prepared in how to properly arrange lesson plans to deliver lessons successfully. 	<p><i>TS 4 – Plan and teach well-structured lessons</i></p> <p>ITT CCF Classroom practice</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>MARK HAZZARD</p>
<p>16.9.2019</p>	<p>INTRODUCTION TO PHASE 1 SCHOOL INTEGRATED LEARNING & SCHOOL BASED RESEARCH</p>	<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	<p>WENDY KENDALL</p>
<p>16.9.2020</p>	<p>FLECTIVE PRACTICE INDUCTION – Reflective practice is an important part of the learning process and key to becoming an excellent teacher. This course will support your development as an effective teacher and help to reinforce the fact that reflective practice is a foundation of teacher development.</p>	<p><i>8 Fulfilling wider professional responsibilities.</i></p> <p>ITT CCF Professional Behaviours</p>	<p>ONLINE TRAINING</p>
<p>17.9.2020</p>	<p>SCHOOL INTEGRATED LEARNING PHASE 1 ORIENTATION DAY 1</p>	<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	<p><i>SCHOOLS</i></p>
<p>18.9.2020</p>	<p>PGCE SHU MODULE 1 DAY 1 PART 2 – THE REFLECTIVE TEACHER & PROMOTING TALK FOR LEARNING</p>	<p><i>TS 8 Fulfilling wider professional responsibilities</i></p> <p>ITT CCF Professional Behaviours</p>	<p>PETE CHEUNG SHU</p>

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21.9.2020-15.10.2020	SCHOOL INTEGRATED LEARNING PHASE 1 (20 days)	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	SCHOOLS
16.10.2019	PGCE SHU MODULE 1 DAY 2 – EXPLORING & ANALYSING TALK	<i>TS 8 Fulfilling wider professional responsibilities</i> ITT CCF Professional Behaviours	PETE CHEUNG SHU Via ZOOM
19.10.20	PHASE 1 REVIEWS		
20.10.2020	PHASE 1 REVIEWS		
21.10.2020	INTRODUCTION TO SCHOOL INTEGRATED LEARNING PHASE 2 & SCHOOL BASED RESEARCH	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	WENDY KENDALL
22.10.2020	MAKATON – A session designed to give an understanding of the Makaton vocabulary, what it is and how to use it. Learning around 30-40 useful signs and symbols and how to introduce them.	5 – <i>Adapt teaching to respond to the strengths and needs of all pupils.</i> ITT CCF Adaptive Teaching	LORNA HUTTON
23.10.2020	EXPLORING CHILDREN'S LEARNING - Understand how a child's mind and behaviour change as they develop over time.	5 – <i>Adapt teaching to respond to the strengths and needs of all pupils.</i> ITT CCF Adaptive Teaching ITT CCF How pupils learn	ONLINE TRAINING

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23.10.20	AN INTRODUCTION TO TEACHING VOCABULARY - Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. Examine the teaching of vocabulary in the primary curriculum.	3 – <i>Demonstrate good subject and curriculum knowledge.</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	ONLINE TRAINING
23.10.20	EXPLORING INNOVATIVE ASSESSMENT METHODS - Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.	6 – <i>Make accurate and productive use of assessment</i> ITT CCF Assessment	ONLINE TRAINING
26.10.2020-30.10.2020	HALF TERM		
2.11.2020	SCHOOL INTEGRATED LEARNING PHASE 2 ORIENTATION DAY	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	<i>SCHOOLS</i>
3.11.2020	SCHOOL INTEGRATED LEARNING PHASE 2 ORIENTATION DAY	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	<i>SCHOOLS</i>
4.11.2020	TEACHING EARLY READING - Developing young children's skills, knowledge and understanding related to reading, including creative approaches to early literacy. Learning Outcomes <ul style="list-style-type: none"> Develop a better understanding of how we teach reading in Key Stage 1. 	3 – <i>Demonstrate good subject and curriculum knowledge.</i>	MICHAEL CRAIG

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	<ul style="list-style-type: none"> • Understand how we use phonics to develop reading. • Understand how we develop children's comprehension skills. 	ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn	
5.11.2020	INTRODUCTION TO CHILD PSYCHOLOGY – This is an introduction to the discipline of Child Psychology and some of the key Questions that guide the understanding of childhood.	<i>5 – Adapt teaching to respond to the strengths and needs of all pupils.</i> ITT CCF Adaptive Teaching ITT CCF How pupils learn	ONLINE TRAINING
6.11.2020	TEACHING EARLY MATHEMATICS - Developing young children’s skills, knowledge and understanding related to mathematics including creative approaches to problem solving Learning Outcomes <ul style="list-style-type: none"> • To understand the importance of problem solving in the maths curriculum • To develop an understanding of the range of problems children may face • To understand what quality teaching and learning in Mathematics looks like 	<i>3 – Demonstrate good subject and curriculum knowledge.</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	MICHAEL CRAIG
<i>9.11.2020-16.12.2020</i>	<i>SCHOOL INTEGRATED LEARNING PHASE 2 (30 days)</i>	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	<i>SCHOOLS</i>
17.12.2020 & 18.12.2020	PGCE SHU STUDY DAYS –	<i>TS 8 Fulfilling wider professional responsibilities</i> ITT CCF Professional Behaviours	PETE CHEUNG
17.12.20	PHASE 2 REVIEWS		

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17.12.20	TEACHING ART IN THE PRIMARY CURRICULUM – Examine the teaching of art in the primary curriculum, securing knowledge in this curriculum area.	<i>TS 3 – Demonstrate good subject and curriculum knowledge</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	ONLINE TRAINING OPENLEARN
2.4.2021-16.4.2021	CHRISTMAS HOLIDAY		
4.1.2021	SCHOOLS LOCKDOWN DUE TO COVID		
5.1.2021 (AM)	TEACHING OF MUSIC IN THE PRIMARY CURRICULUM – Examine the teaching of music in the primary curriculum, securing knowledge in this curriculum area.	<i>TS 3 – Demonstrate good subject and curriculum knowledge</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	ONLINE TRAINING FUTURELEARN
5.1.2021 (AM)	INTRODUCTION TO SCHOOL INTEGRATED LEARNING PHASE 3 & SCHOOL BASED RESEARCH VIA ZOOM	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	WENDY KENDALL
6.1.2021 (AM)			ONLINE LEARNING

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	TEACHING WRITING - Developing children’s skills, knowledge and understanding related to writing, including creative approaches to early literacy.	<i>TS 3 – Demonstrate good subject and curriculum knowledge</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	TES.COM
6.1.2021 (PM)	TEACHING EARLY WRITING – Developing children as writers. Teaching writing composition – The Author’s voice	<i>TS 3 – Demonstrate good subject and curriculum knowledge</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	ONLINE TRAINING TES
7 & 8.1.2021	DEVELOP KNOWLEDGE OF ONLINE TEACHING – Develop fundamental knowledge needed to deliver effective teaching online	<i>TS 3 – Demonstrate good subject and curriculum knowledge</i> ITT CCF Subject Knowledge & Curriculum	ONLINE TRAINING OPENLEARN
<i>11.1.2021 -5.2.2021</i>	<i>SCHOOL INTEGRATED LEARNING PHASE 3 (22 days) – This will be dependent on the school closure – trainees working in school ‘bubbles’ and developing online work for the children</i>	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	<i>SCHOOLS</i>
14.1.2021			ONLINE TRAINING

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	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY SCIENCE – Developing children’s skills, knowledge and understanding related to primary science.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Develop your scientific enquiry skills • Know a number of investigations which can be used with children 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	NASBTT
19.1.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY DESIGN & TECHNOLOGY – Developing children’s skills, knowledge and understanding related to primary design and technology</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • to understand the requirements of the primary Design & Technology curriculum and improve their understanding of how to develop children’s knowledge and skills in this subject. • explore how focussed practical tasks can develop the children’s skills and knowledge to design and make a product. • identify a range of focussed practical tasks and how these can be used to impact on the progress of the children in their classes. 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p>	ONLINE TRAINING NASBTT
22.1.2021	<p>DEVELOP KNOWLEDGE OF FULFILLING WIDER PROFESSIONAL RESPONSIBILITIES – Develop knowledge of deploying support staff effectively</p>	<p><i>TS8 – Fulfil wider professional responsibilities – deploy support staff effectively</i></p> <p>ITT CCF Professional Behaviours</p>	ONLINE TRAINING TES
22.1.2021	<p>DEVELOP KNOWLEDGE OF FULFILLING WIDER PROFESSIONAL RESPONSIBILITIES – Develop knowledge of engaging parents; communicate effectively with parents with regard to pupils’ achievements and well-being</p>	<p><i>TS8 – Fulfil wider professional responsibilities – parental engagement</i></p>	ONLINE TRAINING OPENLEARN

Appendix 1 – Primary Curriculum Overview

		ITT CCF Professional Behaviours	
26.1.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY GEOGRAPHY – Developing children’s skills, knowledge and understanding related to primary geography</p> <p>Learning Outcomes To develop understanding of how:</p> <ul style="list-style-type: none"> powerful, disciplinary knowledge and key skills can be used to plan effectively in geography with progression in mind. Powerful texts and images can be used to support high quality geography Subject associations can support your practice and professional development 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
29.1.2021	<p>DEVELOP KNOWLEDGE OF KEEPING CHILDREN SAFE IN EDUCATION – Revisit and develop knowledge of keeping children safe in education, paying particular attention to annex C – online learning</p>	<p><i>TS1 – Establishing a safe environment for children & TS8 Fulfilling wider professional responsibilities</i></p> <p>ITT CCF High expectations</p> <p>ITT CCF Professional Behaviours</p>	GOV.UK Annex C Keeping children safe in education – online safety
29.1.2021	<p>DEVELOP KNOWLEDGE OF BEHAVIOUR MANAGEMENT – Developing knowledge of behaviour management to ensure a good and safe learning environment – teaching for good behaviour</p>	<p><i>TS 7 – Manage behaviour effectively to ensure a good and safe learning environment</i></p> <p>ITT CCF Managing Behaviour</p>	ONLINE TRAINING OPENLEARN
2.2.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY RELIGIOUS EDUCATION – Developing children’s skills, knowledge and understanding related to Primary Religious Education.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> Develop your understanding of the identity and aims of primary RE Explore and reflect on recent developments in RE/Religion and Worldviews (RW) 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p>	ONLINE TRAINING NASBTT

Appendix 1 – Primary Curriculum Overview

	<ul style="list-style-type: none"> Explore activities to promote subject knowledge and pedagogy 	<p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	
5.2.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY MATHEMATICS – Developing subject knowledge of Mathematics – Understanding Numbers</p>	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING FUTURELEARN</p>
9.2.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY PHYSICAL EDUCATION – Developing children’s skills, knowledge and understanding related to Primary Physical Education.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> An overview of the national picture and curriculum purpose for primary Physical Education (self-determination: personal values and beliefs) Introduce the key content for teaching primary Physical Education (practical application: working knowledge of learning sequences) Guide specific knowledge of fundamental movement skills and progression of movement skill learning (practical application: working knowledge of learning sequences) Understand the language associated with learning and teaching primary Physical Education (reading and research: key texts, professional resources and media) 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING NASBTT</p>
12.2.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY MATHEMATICS – Developing subject knowledge of Mathematics – Understanding fractions, decimals and percentages.</p>	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p>	<p>ONLINE TRAINING FUTURELEARN</p>

Appendix 1 – Primary Curriculum Overview

		<p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	
12.2.2021	<p>DEVELOP KNOWLEDGE OF TEACHING PRIMARY MATHEMATICS – Developing subject knowledge of Mathematics – Understanding proportion, ratio and scaling</p>	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING FUTURELEARN</p>
8.2.2021	<p>DEVELOP KNOWLEDGE OF COMPLETING APPLICATION FORMS FOR EMPLOYMENT –</p>	<p>ITT CCF Professional Behaviours</p>	<p>M HAZZARD</p>
12.2.2020	<p>PGCE MODULE 2 DAY 1 Exploring professional development The module provides an opportunity for trainees to develop their professional knowledge in relation to a chosen area of focus (a specific aspect of a curriculum area) and develop their interpersonal skills to be able to work with colleagues in collaborative professional development to further their understanding. The module focuses primarily on an approach to professional development known as Lesson Study. The assignment requires trainees to work with one or more colleagues in school to carry out a cycle of Lesson Study; this involves identifying an area of focus and collaboratively planning one or more lessons which are then taught and observed and collaboratively reflected on in a structured way. The assignment reports on the process.</p>	<p><i>TS 8 Fulfilling wider professional responsibilities</i></p> <p>ITT CCF Professional Behaviours</p>	<p>PETE CHEUNG SHU</p>
15.2.2021-19.2.2021	<p>HALF TERM</p>		
22.3.2021	<p>INTRODUCTION TO PHASE 4 SCHOOL INTEGRATED LEARNING & SCHOOL BASED RESEARCH</p>		<p>WENDY KENDALL</p>

Appendix 1 – Primary Curriculum Overview

		<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	
23.2.2021 -5.3.2021	<p><i>SCHOOL INTEGRATED LEARNING PHASE 4 ORIENTATION DAYS- This will be dependent on the school closure – trainees working in school ‘bubbles’ and developing online work for the children</i></p>	<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	SCHOOLS
23.2.2021	<p>TEACHING ENGLISH IN THE PRIMARY CURRICULUM – Examine the teaching of English in the primary curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To understand the principles underpinning effective reading instruction with a focus on comprehension skills • To explore your own awareness, knowledge and confidence in the teaching of reading 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
25.2.2021	<p>TEACHING COMPUTING IN THE PRIMARY CURRICULUM – Examine the teaching of computing in the primary curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • develop understanding of the three strands of the computing curriculum 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
2.3.2021			ONLINE TRAINING

Appendix 1 – Primary Curriculum Overview

	<p>TEACHING MATHS IN THE PRIMARY CURRICULUM – Examine the teaching of computing in the primary curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • the key structural ideas for our place value system • representational pedagogy in the context of place value • the language of place value and your careful explanation of ideas 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	NASBTT
<i>8.3.2021 - 1.4.2021</i>	<i>SCHOOL INTEGRATED LEARNING PHASE 4 (18 Days)</i>	<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	SCHOOLS
9.3.2021	<p>TEACHING MODERN FOREIGN LANGUAGES IN THE PRIMARY CURRICULUM – Examine the teaching of Modern Foreign Languages in the primary curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To explore what research indicates about Primary Foreign Languages practice and critically reflect on how this relates to our own experience of teaching in school. • To begin to consider what a more purposeful, context-driven and creative FL learning experience might look like for young children. • To consider how teachers can enable children to use language to communicate for real and relevant reasons. 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
16.3.2021	<p>TEACHING ART IN THE PRIMARY CURRICULUM – Examine the teaching of art in the primary curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • Explore and question beliefs about teaching art • Give us the opportunity to understand our personal values & attitudes • Enable us to motivate & engage all learners, including SEND • Explore methods of delivery and working knowledge of how best to nurture creativity 	<p><i>TS 3 – Demonstrate good subject and curriculum knowledge</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p>	ONLINE TRAINING NASBTT

Appendix 1 – Primary Curriculum Overview

		ITT CCF Classroom Practice	
26.3.2021	PGCE SHU MODULE 2 DAY 2 -	<i>TS 8 Fulfilling wider professional responsibilities</i> ITT CCF Professional Behaviours	PETE CHEUNG SHU
30.3.2021	TEACHING MUSIC IN THE PRIMARY CURRICULUM – Examine the teaching of music in the primary curriculum, securing knowledge in this curriculum area. Learning Outcomes to understand <ul style="list-style-type: none"> • General coronavirus(COVID-19) guidance • Teaching music in a non-music room • Sharing instruments and resources in the music room • Enabling 1-2-1 and small group tuition • Working with visiting tutors • Running after school activities • Working in 'bubbles' and/or year groups • Teaching music online • Advocating music in your school • Practical Teaching resources 	<i>TS 3 – Demonstrate good subject and curriculum knowledge</i> ITT CCF Subject Knowledge & Curriculum ITT CCF How pupils learn ITT CCF Classroom Practice	ONLINE TRAINING NASBTT
29.3.2021 -1.4.2021 (TWILIGHT SESSIONS)	PHASE 4 REVIEWS & INTRODUCTION TO PHASE 5	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	W KENDALL
2.4.2021-16.4.2021	EASTER HOLIDAY		
20.4.2021	TEACHING KS2 MATHEMATICS - Developing Key Stage 2 children's skills, knowledge and understanding in mathematics including lots of ideas and resources to use in the classroom.	<i>3 – Demonstrate good subject and curriculum knowledge.</i>	ZOE WHITEHEAD

Appendix 1 – Primary Curriculum Overview

	<ul style="list-style-type: none"> ➤ To develop knowledge of the Key Stage 2 Mathematics Curriculum. Be more familiar with the aims and requirements of the National Curriculum for Key Stage 2 Maths. Be aware of how learning in mathematics progresses across the curriculum. ➤ To increase understanding of how to plan and teach maths lesson in Key Stage 2. Explore what learning may look like in Key Stage 2 classroom. Become more familiar with practical equipment and explore how it could be used. To recognise how resources and practical equipment can be used to promote good progress and outcomes for all pupils. ➤ Know how resources can be used to enable children of all abilities to access learning at their own level. To develop an increased understanding of how to assess learning in mathematics. Begin to explore resources which can be used to assess learning in mathematics 	<p>ITC CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	
20.4.2021	<p>PRIMARY COMPUTING – Develop the teaching of computing in the Primary Curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <p>Through practical exploration, understand some approaches to teaching programming based on:</p> <ul style="list-style-type: none"> • the importance of pupils developing computational thinking skills in order to understand key concepts • activity ideas for teaching the transition from algorithms to programming • developing confidence towards teaching the ‘big 3’ programming concepts of ‘sequence’ ‘repetition’ and ‘selection’ 	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITC CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
<i>20.4.2021 – 22.4.2021</i>	<i>SCHOOL INTEGRATED LEARNING PHASE 5 ORIENTATION DAYS</i>	<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	<i>SCHOOLS</i>
23.4.2021	<p>THE VIRTUAL TEACHING SCHOOL – How to support a child with an insecure attachment & some basic behaviour management strategies to support children with attachment difficulties. 10.00am-12.00pm</p> <p>PHASE 5 PLANNING DAY</p>	<p><i>TS 4 – Plan and teach well-structured lessons</i></p> <p>ITT CCF CLASSROOM PRACTICE</p>	Ed Strong
			<i>SCHOOLS</i>

Appendix 1 – Primary Curriculum Overview

<p>26.4.2021 – 25.6.2021</p>	<p>SCHOOL INTEGRATED LEARNING PHASE 5 (41 days)</p>	<p><i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	
<p>27.4.2021</p>	<p>PRIMARY SCIENCE – Develop the teaching of science in the Primary Curriculum, securing knowledge in this curriculum area.</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • describe ways to develop children’s knowledge and skills in science • know ways to introduce science in a meaningful way to children 	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING NASBTT</p>
<p>4.5.2021</p>	<p>PRIMARY DESIGN & TECHNOLOGY – Develop the teaching of design & technology in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING NASBTT</p>
<p>10.5.2021</p>	<p>PRIMARY ART & DESIGN – Develop the teaching of art and design in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING NASBTT</p>

Appendix 1 – Primary Curriculum Overview

18.5.2021	<p>PRIMARY GEOGRAPHY – Develop the teaching of geography in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
25.5.2021	<p>PRIMARY RELIGIOUS EDUCATION – Develop the teaching of RE in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
27.5.2021	<p>PRIMARY MUSIC – Develop the teaching of music in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
8.6.2021			ONLINE TRAINING

Appendix 1 – Primary Curriculum Overview

	PRIMARY ENGLISH – Develop the teaching of English in the Primary Curriculum, securing knowledge in this curriculum area.	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	NASBTT
9.6.2021	PRIMARY SEND – Develop the teaching of SEND in the Primary Curriculum, securing knowledge in this curriculum area.	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
14.6.2021	PRIMARY HISTORY – Develop the teaching of history in the Primary Curriculum, securing knowledge in this curriculum area.	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	ONLINE TRAINING NASBTT
15.6.2021	PRIMARY MATHEMATICS – Develop the teaching of mathematics in the Primary Curriculum, securing knowledge in this curriculum area.	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p>	ONLINE TRAINING NASBTT

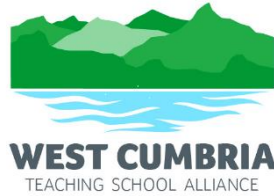
Appendix 1 – Primary Curriculum Overview

		<p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	
22.6.2021	<p>PRIMARY PHYSICAL EDUCATION – Develop the teaching of PE in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING NASBTT</p>
24.6.2021	<p>PRIMARY LANGUAGES – Develop the teaching of languages in the Primary Curriculum, securing knowledge in this curriculum area.</p>	<p>3 – <i>Demonstrate good subject and curriculum knowledge.</i></p> <p>ITT CCF Subject Knowledge & Curriculum</p> <p>ITT CCF How pupils learn</p> <p>ITT CCF Classroom Practice</p>	<p>ONLINE TRAINING NASBTT</p>
30.6.2021	<p>WHAT NEXT AS AN EARLY CAREER TEACHER? Opening your wings and flying</p>	<p><i>PART TWO Personal and Professional Conduct.</i></p> <p>ITT CCF Professional Behaviours</p>	<p>ONLINE TRAINING NASBTT</p>

Appendix 1 – Primary Curriculum Overview

28.6.2021	PHASE 5 REVIEWS & VALIDATION DAY	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct</i> ITT CCF Professional Behaviours	WENDY KENDALL & L&M TEAM
29.6.2021	PHASE 5 REVIEWS & VALIDATION DAY	<i>TS PART ONE Teaching & PART TWO Personal and Professional Conduct.</i> ITT CCF Professional Behaviours	WENDY KENDALL & L&M TEAM
28.6.2021 & 29.6.2021	DEVELOPING TEACHING ABILITIES – Taking responsibility for improving teaching through appropriate professional development – Develop and improve teaching abilities as you start your career.	<i>TS 8 Fulfilling wider professional responsibilities</i> ITT CCF Professional Behaviours	ONLINE TRAINING FUTURELEARN
2.2.2021	COURSE COMPLETED PRESENTATION EVENING		

West Cumbria and North Lakes School Direct



ITE Curriculum

Aims of our Secondary School Direct Programme:

We are a school-led partnership model of initial teacher training.

Our aim is to work collaboratively to deliver modern and relevant teacher training which will produce new entrants to the profession with the skills and knowledge needed in our schools and academies. We aim to guide and develop trainees into enthusiastic, reflective and thoughtful teachers.

We aim to ensure that all trainee teachers receive a sound grounding in classroom practice to help them to develop high quality teaching and to meet the Teachers' Standards in full at the end of their initial teacher training.

Course Content and Structure:

We have adopted a cyclical approach to our course content and structure– introducing core themes which we then refine and revisit throughout the course at training conferences and in schools, providing trainees with opportunities to practise and consolidate these core elements. Essentially, trainee teachers will be based in schools from week three of the course. They will then participate in a professional development programme based on group sessions, cohort conference sessions, university led sessions, individual research and subject knowledge development - the emphasis throughout the programme is upon developing outstanding teaching and learning which is relevant to schools today.

- Element One – School Placements.
- Element Two – Pedagogy Training.
- Element Three – Subject Specific Training.
- Element Four – PGCE (Sheffield Hallam University).

Element One – School Placements.

The WCTSA School Direct Programme is predominantly school based, leading to the award of PGCE with QTS. A key aspect is a minimum of 120 days spent on assessed placement in schools ('A' Placement and 'B' Placement). Trainees are placed in two schools during the programme. The first placement runs from September to December. The second placement runs from January to Mid June. We try to contrast the two schools as much as possible in order to give trainees varied experiences of educational issues, while considering constraints over school availability and travel. This aims to give a breadth of experience which will make trainees more employable and will also prepare them for work in the whole range of schools in the future.

School-based training is key within school placements. Trainees are encouraged to engage with all aspects of school life, through pastoral work, teaching in other subjects or areas of the curriculum and extra-curricular involvement in areas of specific interest or expertise. As a member of the school community, they are also expected to attend parents' evenings, open evenings, training days, staff meetings and to engage with the pastoral and community aspects of school life as requested. The weekly based sessions in school provide an opportunity to discuss and reflect on key themes linked to the core content for ITT and the Teachers' Standards. (Appendix A – Weekly Pedagogy Sessions – School and Centre Based Training)

'Noticing' Strand - trainees spend a good proportion of time in the early stages of the placements observing others teach. Knowing what to look for can be overwhelming so we have picked out some specific aspects for trainees to focus on during the first weeks of placement and have collated them together in the 'Noticing' booklets which trainees need to complete in the first four weeks of placement.

(Appendix B – Noticing Booklets)

Lesson Observation, Target-Setting and Assessment - the course is based around three stages and trainees will receive feedback and targets using assessment documents relevant to each stage:

- Beginning stage - establishing a baseline during the first 4 weeks of the course in placement A school.
- Developing stage - from mid-October till mid-February
- Enhancing stage - from mid-February till the end of the course

Appendix 2 – Secondary Curriculum Overview

(Appendix C – lesson observation and assessment proformas)

Checkpoints:

'A' Placement

First two weeks: During the first two weeks of 'A' Placement, trainees take part in observations around school in different departments, completing the 'Noticing' booklet, adding to their Subject Knowledge Action Plan and customising themselves to their school surroundings. The trainees will need support and guidance in getting to grips with departmental routines, schemes of work and how school policies are implemented within the department. Mentor meetings will largely be mentor-led and will involve giving the trainees information. Observation and feedback will be given using the 'Establishing a baseline' paperwork.

Late September: Most trainees will begin teaching solo during this period. This might involve team teaching, small group work or delivery of part of a lesson. Subject Mentors agree with the trainee which of their weekly lessons will be the focus for a formal observation which will be used to generate weekly targets for development. Observation and feedback will be given using the 'Establishing a baseline' paperwork.

October: Trainees who make good progress may increase teaching to 3-4 hours per week by half term. Mentor meetings at this point will become more focused on teaching and learning. Once a baseline level of practice has been established, **mentors will now move onto using the observation and feedback paperwork for the next stage, focused more explicitly on the Teachers' Standards.**

Post-Half term: This is a critical period for many trainees as they pick up more responsibility for whole class teaching. The importance of written lesson observation feedback, weekly targets and advice for improvement also becomes more critical. Progress should be revisited and reviewed weekly using the observation and target-setting paperwork linked to the Teachers' Standards. Trainees will add to their subject knowledge action plan.

November: By now trainees should be showing signs of improvement in their classroom practice. Mentor meetings are likely to have a stronger emphasis on advice for improvement and possibly a switch in emphasis for mentors as they begin to coach their trainees towards developing their own teaching style.

December: This is likely to be the period where trainees teach their best lessons. The final week of term is often disrupted with pupils engaged in a variety of off-timetable activities. As a result it makes sense for trainees to use this time to generate evidence of their best practice for their end-of-term assessment. Trainees who are struggling may need a more detailed action plan so that they can focus on elements of practice that are a cause for concern at the beginning of the spring term in their B Placement school. To meet the course requirement, trainees need to be teaching 7 hours a week by the end of their initial placement (a maximum of 8 lessons per week if lessons are less than an hour). Trainees will review their subject knowledge audit and action plan.

The School Direct Coordinator will visit towards the end of the autumn term to undertake a QA and observation visit with the subject mentor. This visit will also involve a discussion on the overall level of progress and to consider targets for the next placement.

By the end of 'A' Placement trainees will:

- Understand climate for learning and the factors involved in creating this, such as behaviour management, particularly in their own subject
- Know who their professional colleagues are in school, e.g. SENDCo, pastoral, departmental etc
- Know how to plan starter activities and plenaries in their subject and why these are important
- Understand how and why lessons need to be structured
- Be able to plan for inclusion and have a basic understanding of SEN/D in secondary school
- Have assessed their subject knowledge for the curriculum and devised an action plan accordingly
- Be able to apply some effective behaviour and class management strategies in their lessons and for their subject
- Understand, identify and plan some AfL strategies with regard to questioning, feedback and self/peer assessment
- Understand their role in literacy skill development in secondary education
- Be able to produce detailed lesson plans which incorporate appropriate learning outcomes, a range of teaching, learning and assessment strategies and which are differentiated to meet the individual needs of pupils
- Be able to evaluate their own teaching
- Be able to plan a sequence of lessons

'B' Placement

First week of 'B' Placement: During this period most trainees will spend their time observing others teach and focussing on their new school environment. General induction to the school and the department. Trainee is issued with a timetable and associated resources for the classes they will be teaching – allow trainees to observe these classes with their usual teacher for the first week. Trainees will complete the Subject Knowledge

Appendix 2 – Secondary Curriculum Overview

Audit and Action Plan for the start of B Placement.

To February half-term: The first few mentor meetings should focus on trainee's progress and areas for development (e.g. through discussion of their autumn term report, subject knowledge audit, progress on the assessment matrix and observation feedback). **Please note that trainees' performance often dips at the start of this placement due to the new timetable and different environment etc.** Trainees and their mentors should agree which of their weekly lessons will be the focus for a formal observation to generate weekly targets for development.

Half Term to Easter Break: Mentor meetings will focus on reviewing progress against targets set for the previous week; and agreeing targets for improvement with success criteria to allow the trainee to make progress against the assessment matrix criteria. Trainees also update their subject knowledge audit and action plan. By the Easter break the trainee should be teaching 7-10 hours a week (the actual number of lessons depends on lesson length at the school and your level of progress), ready to move to teaching 12 hours a week from early May.

During this period, if there are any concerns regarding the progress of the trainee and their likelihood of being unable to meet the Teachers' Standards, a discussion must take place between school and School Direct Coordinators which may result in an action planning process.

Easter Break to Half Term (Summer term): The mentor meetings should continue on a weekly basis and the mentoring role will ideally move more towards a coaching style where the trainee is able to identify their own areas for development following questions from the subject mentor, if required. During this period it is acceptable to allow trainees who are progressing well to have more independence within the classroom. Examples of this might be to cease checking lesson plans for every lesson; to encourage the trainee to use a shorter lesson plan format; or for the class teacher to become a less visible presence in the room although still available, if required.

At this stage, trainees will be teaching 12 hours per week from late April/early May (**to a maximum of 14 lessons per week where the lessons are less than an hour long**). At this stage we would expect all trainees to be able to indicate their progress on the assessment matrix (unless they have a specific capability action plan).

The ITT Coordinator will again visit each trainee in school to observe teaching and discuss progress towards QTS.

Half Term to the end of placement: The mentor meetings should continue with a focus should on helping the trainee to maximise their outcomes against the criteria of the matrix. During this period, a summative grade for the trainee will be agreed by the relevant stakeholder. The summer term experience report and the subject knowledge audit/review will also need to be completed at the end of this period and will include targets for the trainee's NQT year.

By the end of 'B' Placement trainees will:

- Understand the pastoral role of teachers and the role of parents/carers in pupil development and progress by leading a tutor group
- Know how to write a letter of application for a teaching job and understand the interview process
- Understand how to use national data to assess and monitor both the performance of a subject department and the pupils in their classes
- Understand and plan for controlled assessments in their subject
- Review their subject knowledge for the curriculum and set new targets
- Understand and use a range of assessment strategies
- Have gained a deeper understanding of behaviour and classroom management by comparing different school policies and procedures
- Understand the importance of record keeping and monitoring
- Have detailed records of pupil information, attainment and targets for all the pupils in the classes they teach, including EAL
- Regularly set and mark homework giving written and verbal feedback
- Be able to use highly effective questioning for assessment
- Understand the exam board requirements and procedures for their subject
- Have gained a deep understanding of national frameworks, strategies and curriculum for their subject
- Have a better understanding of primary transition from KS2 to KS3
- Understand the transition from KS4 to KS5 for their subject
- Work effectively as a member of a team
- Review their progress towards QTS, assess themselves against the standards in preparation for NQT induction

Expectations by the end of the course

All trainees will be expected to have achieved the criteria for all of the Teachers' Standards by the end of 'B'

Appendix 2 – Secondary Curriculum Overview

Placement and will produce a best practice evidence file and impact study.

In order for CTT to recommend the award of QTS we need to be secure that trainees have demonstrated the required performance 'in practice' and over a sustained period. Throughout the placements trainee's performance will have been assessed against the Teachers' Standards Part One. Part two of the Teachers' standards will be largely assessed via the comments from the school's Lead Mentor on the termly report forms.

Element Two – Pedagogy Training

Trainee teachers meet together as a cohort for delivery of pedagogical training.

The first two weeks in September and the first two weeks in January are used to deliver induction training and individual tutorials, usually at Cumbria Teacher Training Centre. Some of this pedagogical training is delivered alongside the CTT primary cohort, allowing for cross phase discussions and awareness.

There are then 10 sessions, across the year, delivered by our partner schools. Across our partnership we have Teachers and Mentors with experience of expert training, coaching, mentoring and facilitating, who offer input on aspects of teaching and learning during the conference days that form an essential part of the WCTSA training programme. Throughout the year the integration of theory and practice helps trainees to gain an understanding of educational issues, the ability to evaluate and reflect on classroom practice and develop effective classroom techniques. The range of conferences is reviewed each year and amended in line with current educational issues and thinking.

Alongside the conference days, Lead Mentors in each placement school facilitate a weekly session that looks at pedagogical themes again in a particular school context.

Element Three – Subject Specific Training

Subject Knowledge Development and Training - Trainees receive a range of input and support for subject teaching relating to KS3 and KS4. In addition to the ongoing weekly meetings and placement-based subject and curriculum development, there are also 11 days for subject-specific training and input.

This includes:

Subject Knowledge development and audit/tracking – trainees are required to complete an initial subject knowledge audit and then further develop their subject and curriculum knowledge across the year. After the initial self-assessment, there are three days, one per term, timetabled within the calendar for individual subject knowledge development. Trainees are also required to complete a subject knowledge reflection and tracking booklet/action plan as part of their evidence file for QTS.

Subject-specific pedagogy training days – there are five subject-based training days timetabled across the year, one per half term, led by outstanding practitioners and they take place in alliance schools. Given the small cohort sizes, these days offer an opportunity for a more personalised approach to subject development. These days are designed to enhance and develop subject-specific pedagogy. Trainees work with subject specialists and peers from their subject to cover the following themes:

	Theme
SEO1	Introduction to teaching your subject - the subject curriculum and resources available to the teacher
SEO2	What makes the subject engaging?
SEO3	Assessing progress in the subject
SEO4	Inclusion, challenge and stretch for all learners
SEO5	Effective KS4 and post-16 teaching

Observation of subject teaching – trainees engage in focused observation and complete a 'Noticing' booklet. Trainees have the opportunity to observe subject teaching (and other subject areas) within their placement schools and will also observe their subject coordinator(s).

Enrichment placement – trainees spend 2 days on a subject-themed enrichment placement at the end of the course which they organise themselves to 'enrich' and enhance their subject knowledge in preparation for their NQT year. Suggestions include Fieldwork Centre for Geography or Energy Coast UTC for STEM subjects.

Placement-based subject development – each trainee completes two contrasting placements in alliance schools and they are assigned a Subject Mentor for each placement. The Subject Mentor dedicates school-based time each week to observe trainees teach, give feedback and engage in target-setting linked to the Teachers' Standards. He/she organises the trainee's teaching timetable and is also responsible for supporting the completion of placement assessment documentation so that trainees are aware of the areas of practice on which they need to work. The learning conversations that trainees have with mentors feed into a weekly target-setting process that aids the trainee to make progress.

Element Four – PGCE

The PGCE element of our Programme is delivered by Sheffield Hallam University. Outreach Tutors deliver four face to face sessions at Cumbria Teacher Training Centre, as well as offering online support, and the programme is delivered to both Primary and Secondary cohorts. This enables cross phase discussion and greater awareness of similarities and differences across EYFS, KS1, KS2, KS3 and KS4. There are two modules within the PGCE:

Module 1

Reflecting on pedagogical approaches

The module develops the trainees' ability to reflect effectively on their practice by introducing them to relevant theoretical models of teacher reflection. In particular, they are asked to reflect on the use of talk in classrooms and how it can be used to support learning most effectively. They are introduced to the work of a range of talk-for-learning theorists such as Robin Alexander and Neil Mercer.

The assignment requires trainees to carry out a small piece of classroom-based research; they are asked to record and transcribe three short episodes of classroom talk in which they are involved and then reflect on the transcripts to analyse and evaluate ways in which aspects of the talk supported learning.

Module 2

Exploring professional development

The module provides an opportunity for trainees to develop their professional knowledge in relation to a chosen area of focus (a specific aspect of a curriculum area) and develop their interpersonal skills to be able to work with colleagues in collaborative professional development to further their understanding. The module focuses primarily on an approach to professional development known as Lesson Study.

The assignment requires trainees to work with one or more colleagues in school to carry out a cycle of Lesson Study; this involves identifying an area of focus and collaboratively planning one or more lessons which are then taught and observed and collaboratively reflected on in a structured way. The assignment reports on the process.

PARTNERSHIP AGREEMENT BETWEEN VICTORIA INFANT AND NURSERY SCHOOL (SLE), CTT SCHOOLS AND SHEFFIELD HALLAM (SHU.)

The SLE undertakes to:

1. Organise, administer and oversee the processes of recruitment to the courses (including the monitoring of DBS checks in compliance with ITT Requirements Guidance published by the relevant national body (NCTL) within the ITE Framework, taking into account the guidance for providers outlined in 'Able to teach'.
2. Carry out a DBS check and organise an ITT suitability panel to review the suitability of all trainees.
3. Communicate DBS details of trainees in line with the DBS/ CRB code of conduct.
4. Provide, through CPTT office, support in finding accommodation for trainees living away from home, where this is necessary; and a system for the payment of student bursaries and loans, as appropriate.
5. Provide a system of academic counselling and support and welfare advice for individual trainees.
6. Via CPTT Centre, make available a range of resources to support trainees' work in their programme.
7. Organise and deliver a programme of learning activities which provide trainees with opportunities to achieve the competences specified in the most recent government documentation.
8. Organise and deliver a programme of learning activities which provide trainees with opportunities to achieve the learning outcomes specified in programme documentation.
9. Receive and respond on behalf of the CPTT schools to appeals from trainees concerning assessment and deriving from the operation of the validated programmes, or against failure of the partner school to provide circumstances in which they can attain the required level of competence and the achievement of the learning outcomes of the award for which they are registered.
10. Maintain a CPTT Office, the staff of which will be responsible for the administration of agreements with schools and which will provide a means of communication for schools to the SLE.
11. Operate within and uphold all relevant and extant government legislation such as the Equalities Act.
12. Operate within and uphold all relevant and extant CPTT policies and procedures.
13. Pay schools agreed fees for supporting trainees, attending CPTT Board meetings etc.
14. Lead recruitment and selection procedures for new trainees.
15. Via CPTT Office, arrange all placements for trainees in compliance with the most recent government ITT requirements.
16. Ensure that schools, placements and mentors are selected according to the criteria approved in consultation with CPTT Board.
17. Intervene where schools have not followed the expectations of the School Partnership agreement: especially when there are concerns in relation to safety and the Teacher Standards section B general code of conduct.
18. Apply de-selection criteria for schools or mentors as appropriate.
19. Administer a link with the HEI provider, Sheffield Hallam University to allow trainees access to a PGCE qualification.

The Partner School undertakes to:

1. Accept trainees from the CPTT programme (in numbers as agreed) who have completed the admissions and selection process undertaken by the SLE with the most recent government ITT Requirements.
2. Comply with national statute, policy and procedure in relation to suitability: including adherence to the DBS code of practice.
3. Provide an appropriate group of children with which each trainee can work to achieve the learning outcomes specified for the relevant placement.
4. Allocate each trainee to a named lead and support mentor who will be responsible for overseeing and assessing the work of the trainee in school (including the development of subject knowledge for teaching) in accordance with the role specifications given in the programme documentation.
5. Take a full part in the agreed assessment and quality assurance procedures. This includes offering appropriate levels of support and challenge to students to make progress against the respective professional standards.
6. Return any relevant trainee assessment and evaluation information (as outlined in the documentation) by the due deadlines.
7. Ensure that named mentors are able to attend mentor training and development sessions annually as identified in the programme documentation.
8. Provide materials, resources and opportunities which make possible the achievement by trainee teachers of the required learning outcomes associated with a specific placement, and indicated in detail in the programme documentation.
9. Oversee the wider professional development of the trainee teacher by encouraging the full participation of the trainee in the life of the school and in the development at a personal level of the skills required of professional colleagues.
10. Work with the SLE to review and enhance the quality of trainees' experiences in school and ensure that appropriate arrangements are in place to maintain the quality of the placement should there be any changes within the school.
11. Review existing risk assessments as part of the induction programme for the trainee. The school through the lead mentor will ensure the trainee is provided with information concerning particular risks in the school and safe systems of working. The lead mentor should ensure that the trainee is informed of any new or additional health and safety information which becomes available during the placement.
12. Ensure that partner school Health and Safety policies and insurance liabilities are in place;
13. Demonstrate professional commitment to the trainees and to the ITT programme in general
14. Via CPTT Office, notify the SLE immediately if there are any changes to the placement arrangements for example, where a mentor is ill for a significant period of time or where there are issues of competency in relation to the teacher.
15. Via CPTT Office, notify the SLE immediately following an OFSTED inspection if the school is to be placed in special measures. Selection criteria do not allow trainees to undertake their main placements in schools in special measures.

Sheffield Hallam University undertakes to:

1. Organise, administer and oversee the processes of the validation, design and delivery of a sixty-credit M-level PGCE course meshing with CPTT's QTS course and meeting the standards of all relevant national bodies.
2. Provide a system of academic counselling and support and welfare advice for individual trainees, as regards their PGCE work, including access to the university's SEND support services.
3. Via the university's electronic learning environment, make available a range of resources that provides trainees with opportunities to achieve the competences required for 1.above.
4. Organise and deliver a programme of learning activities at CPTT centre that provides trainees with opportunities to achieve the competences required for 1.above.
5. Receive and respond on behalf of the SLE to appeals from trainees concerning assessment and deriving from the operation of the validated PGCE programme, or against failure of SHU to provide circumstances in which they can attain the required level of competence and the achievement of the learning outcomes of the PGCE award.
6. Via a nominated link tutor and administrator, maintain a link with CPTT Centre to ensure efficient communication and the timely addressing of any difficulties.

**Cumbria Teacher Training and West Cumbria Teaching School Alliance
Service Level Agreement**

SLA Period: 2 September 2020 to 31 August 2021

This Service Level Agreement (SLA) is intended to define the services provided by Cumbria Teacher Training (CTT) as QTS provider as well as the responsibilities of the West Cumbria Teaching School Alliance (WCTSA) as Secondary School Direct partner.

This SLA is based on statutory guidance for ITT providers.

This SLA is will be reviewed annually in July, although will be updated as necessary to reflect any changes to statutory guidance.

The administrative staff at Cumbria Teacher Training will

- Screen application forms and send feedback to WCTSA. Send application form & feedback sheet to WCTSA.
- Offer/reject place on UCAS.
- Ensure applicant meets all entry requirements and photocopy original qualifications (GCSE English & Maths, relevant degree certificate, professional skills tests).
- Check & process documents for DBS & medical checks.
- Upload relevant information on to Single Central Record & internal spreadsheets for tracking including maintaining tracking/spreadsheet against the standards.
- Liaise with Sheffield Hallam University e.g. regarding PGCE registration.
- Host registration/induction day - including distribution of door code to WCTSA trainees so they can access CTT and create individual logins for WCTSA trainees to enable them to use CTT resources (printer, PCs etc).
- Complete DFE registration.
- Complete DFE census returns.
- Invoice trainees for private tuition fees (where necessary). Inform the West Cumbria Teaching School Alliance immediately if a trainee fails to pay an invoice within 30 days.
- Manage student loans and transfer fees as per table below.

Payment schedule per registered full time WCTSA trainee			
When	Description	CTT to WCTSA	Explanation
November (Autumn 1)	Tuition fee 1st instalment	£1,125	£2,250 Less £750 SHU fees and £375 CTT fees
Autumn 2 – Date not yet known	Tuition fee 2nd Instalment	£1,125	£2,250 Less £750 SHU fees and £375 CTT fees
May	Tuition fee final instalment	£3,250	£4,500 less £1,250 CTT fees
Total Payable to WCTSA			£5,500

Appendix 4 – Service Level Agreement between WCTSA and CTT.

Year 1 payment schedule per registered part time WCTSA trainee (£5,500 per year for 2yr course)			
When	Description	CTT to WCTSA	Explanation
November (Autumn 1)	Tuition fee 1st instalment	£1,187.50	£1,375 (1/4 of (5,500) less £187.5 (1/2 of £375) CTT fees
Autumn 2 – Date not yet known	Tuition fee 2nd Instalment	£1,187.50	£1,375 (1/4 of (5,500) less £187.5 (1/2 of £375) CTT fees
May	Tuition fee final instalment	£2,125	£2,750 (1/2 of £5,500) less £625 (1/2 of £1,250) CTT fees
Total Payable to WCTSA in year 1			£4,500

Year 2 payment schedule per registered part time WCTSA trainee. Based on the current Student Loan Company pay schedule. (£5,500 per year for 2yr course)			
When	Description	CTT to WCTSA	Explanation
November (Autumn 1)	Tuition fee 1st instalment	£437.50	£1,375 (1/4 of (5,500) less £750 SHU fees and £187.5 (1/2 of £375) CTT fees
Autumn 2 – Date not yet known	Tuition fee 2nd Instalment	£437.50	£1,375 (1/4 of (5,500) less £750 SHU fees and £187.5 (1/2 of £375) CTT fees
May	Tuition fee final instalment	£2,125	£2,750 (1/2 of £5,500) less £625 (1/2 of £1,250) CTT fees
Total Payable to WCTSA in year 2			£3,000
Total Payable to WCTSA over period of the course			£7,500

Appendix 4 – Service Level Agreement between WCTSA and CTT.

- Distribute trainee bursaries.
- Complete prohibited list checks.
- Update DFE trainee management adding school placement details and attendance.
- Add exit information to DFE.
- Complete GFA audit returns.
- Have robust and due diligence financial procedures in place.
- Retain appropriate records for at least the minimum legal period – currently 6 years.
- Allow WCTSA free access to CTT base for conferences/tutorials/meetings (if not used by Primary).
- Provide additional admin support (e.g. collating conference day reviews) as necessary.
- Keep an accurate attendance register to track trainees' days in school to ensure compliance of 120 days.
- CTT will be responsible for tracking NQTs to meet Ofsted expectations.
- Feedback any relevant information to the CTT Board.
- Jointly responsible for promoting and marketing the ITT programmes and providing information to prospective trainees.

Withdrawals

- Update record on DFE.
- Inform trainee that bursary payments will cease.
- Update record on Student Loans Site.
- Inform Sheffield Hallam University.
- Provide admin support for intercalation and withdrawals, maintain records and ensure issues etc. are dealt with according to policies outlined in the programme handbook.

Re the above, West Cumbria Teaching School Alliance will

- Give feedback to Cumbria Teacher Training regarding outcome of applications and interviews.
- Inform Cumbria Teacher Training if a trainee withdraws from the course providing any information required.
- Keep Cumbria Teacher Training informed of trainee placements/ conference days.
- Share an accurate record of finances with Cumbria Teacher Training for audit purposes.
- Retain appropriate records for at least the minimum legal period (currently 6 years).
- Feedback any relevant information to the CTT Board.
- Ensure arrangements are in place for trainee who withdraws or intercalates and ensure issues etc. are dealt with according to policies outlined in the programme handbook.
- Jointly responsible for promoting and marketing the ITT programmes and providing information to prospective trainees.

QA services provided by CTT

SCITT Lead and nominated members of the CTT QA Committee will review annually and provide feedback on:

- Application procedures;
- Interview/selection procedures;
- Development plan, policies and course documentation;
- Taught elements of the course;
- School-based mentoring, grading and tracking procedures;
- Data re: course outcomes and statistics.

The above will include:

- A nominated member of CTT Board (normally the SCITT Lead, or Chair of Board) attending at least two interview/selection procedures.
- A nominated member of CTT Board (normally the SCITT Lead, or Chair of Board) moderating school-based observation and feedback procedures for at least a 10% sample of trainees.

Appendix 4 – Service Level Agreement between WCTSA and CTT.

The SCITT Lead and nominated members of the CTT QA Committee will review each term and provide feedback on:

- Tracking and review of individual candidates' progression data (Primary and Secondary).
- CTT responsible for undertaking annual monitoring of the delivery of the Primary and Secondary School Direct programme against current Ofsted framework.

Re the above, WCTSA will undertake to:

1. Provide a representative (normally the ITT Co-ordinator) at all of the Board/review meetings.
2. Provide all the relevant documentation and statistics in electronic and, where requested, printed form.
3. Act on the feedback and recommendations from the Board and incorporate these into the relevant development plans.
4. Teaching and learning – provided by WCTSA and outlined in programme handbook.
5. Monitor trainee progress against the Standards.
6. Ensure routine monitoring processes in place.

Termination of agreement

This is a two-way agreement. Should either party not fulfil its responsibilities regarding the agreement as described above, either party may choose to terminate the agreement.

Either party may terminate the provision of this service by giving three month's written notice.



Headteacher's Contract as Cumbria Teacher Training Board Members

2020/2021

A fundamental strength of Cumbria Teacher Training is that it is led and managed by serving Headteachers who maintain high standards and provide quality learning experiences for post-graduate trainee teachers.

In order for the organisation to ensure that it continues to be successful we ask all Headteachers to agree to the following:

1. To attend all Board Meetings (except in exceptional circumstances – see list on page 3). In the case of long-term absence, the acting Headteacher will represent the school at Board meetings.
2. To be a member of a management committee, as required, and to undertake any associated tasks.
3. To participate in interviews of prospective trainees when required ensuring that your Safer Recruitment qualification is current.
4. As required, each Headteacher will mentor one trainee each cohort, including being their External Mentor and facilitating a mock interview for a teaching post during phase 4 if a trainee is in your school.
5. To support the course by providing professional development in an area of expertise.
6. To offer the required number of places for trainees over the course of the three terms of the school year. A minimum of one over the year, unless there are exceptional circumstances which have been shared with the Leadership and Management Committee.
7. To provide a placement for a trainee alongside a teacher who demonstrates consistently high-quality professional skills with teaching skills usually graded as 'good' or better.
8. To provide adequate support for the trainee by the support mentor, lead mentor and Headteacher to liaise with the SCITT Lead promptly if there are any concerns.
9. To ensure that the trainee receives the support needed to complete all tasks required as part of the course during their placement.
10. To regularly monitor the staff and trainees are meeting the course requirements.
11. To provide opportunities for the trainees to develop broader professional understanding and skills through discussion with colleagues, participation in professional training and attendance at meetings where appropriate.
12. Encourage active participation by school staff in CTT activities.
13. To ensure that trainees in their schools are provided with an induction about the school's policies and procedures at the start of their placement.
14. All schools that are part of CTT have an up to date accessibility plan for their school and this is published on its website.
15. I accept that financial remuneration for trainee placements, external, lead, and support mentor, attendance at meetings to the may change annually as agreed by the Board of Directors.
16. I agree that the Leadership and Management Committee have delegated powers to make decisions on behalf of the Board of Directors.

Appendix 5 – CTT Headteacher Contract

17. I agree that I am a Board Member and that I support CTT to work with school outside of the Board that have been quality assured by the Leadership and Management Committee. These schools will be called Outreach Schools.

Summary of Payments to CTT Schools 2020/21

	PAYMENT
Phase 1	£100 per trainee
Phase 2	£100 per trainee
Phase 3	£100 per trainee
Phase 4	£100 per trainee
Phase 5	£200 per trainee
Mentor Training (via Zoom)	£40 per mentor
Pedagogy Lecture and Planning	£240
External Mentor Observation & Report Writing	£160
Interviews	£80 per ½ day
Leadership & Management Committee	£80 per meeting
Chair of the Board Duties	£80 per week

Mentor Training

There will be mentor training sessions for every phase. During the Pandemic these will take place via Zoom. There is an expectation that if schools are taking trainees that all mentors attend mentor training prior to that phase, to be up to date with the current year's requirements and then to brief any other staff working with the trainees.

As Mentors are currently working in 'bubbles' during the pandemic it is advisable for each support mentor to attend the mentor training and for that reason each mentor that attends the training the school will be paid for their attendance. In exceptional circumstances, when a mentor cannot attend the training another mentor may attend and cascade the information to other members of staff.

If you are going to offer a place for a trainee with a member of staff who is new to mentoring please advise the centre and the SCITT Lead will offer a special training session prior to the trainee coming into your school. During the Pandemic this training will take place via zoom and your school will be paid £40 for this training session.

Pedagogy Days

In total the school will receive £240 to release a member of staff to deliver a pedagogy day. You will receive £80 to release the staff member from their teaching commitment to plan their pedagogy training and £160 for the day of the training which will take place in the centre during the pandemic, with a morning session of face to face training and to set an activity for the trainees to complete in the afternoon.

Exceptional Circumstances (Reasons for not attending Board meetings)

- On a school residential
- Jury Service
- Ofsted
- Bereavement
- Illness
- Meeting re: Safeguarding/Child Protection Issue

I agree to honour the Commitments outlined above:

School Name	
Headteacher's Name (Print)	
Signature	
Date	



**Headteacher's Contract as part of
West Cumbria Teaching School
Alliance**

2020/2021

A fundamental strength of West Cumbria Teaching School Alliance is that it is supported by serving Headteachers who maintain high standards in their schools and provide quality learning experiences for post-graduate trainee teachers.

In order for the organisation to ensure that it continues to be successful we ask all Headteachers to agree to the following:

1. To report to the ITT Co-Ordinator any strengths/weaknesses of the training who will inform West Cumbria Teaching School Board of Directors.
2. To enable mentors to participate in interviews of prospective trainees when required ensuring that their Safer Recruitment qualification is current.
3. To support the course by providing professional development in an area of expertise.
4. To offer the required number of places for trainees over the course of the year, unless there are exceptional circumstances which have been shared with the Board of West Cumbria Teaching School Alliance.
5. To provide a placement for a trainee alongside a teacher who demonstrates consistently high-quality professional skills with teaching skills usually graded as 'good' or better.
6. To provide adequate support for the trainee by the lead mentor, and Headteacher to liaise with the ITT Co-Ordinator promptly if there are any concerns.
7. To ensure that the trainee receives the support needed to complete all tasks required as part of the course during their placement.
8. To regularly monitor the staff and trainees are meeting the course requirements.
9. To provide opportunities for the trainees to develop broader professional understanding and skills through discussion with colleagues, participation in professional training and attendance at meetings where appropriate.
10. Encourage active participation by school staff in WCTSA activities.
11. To ensure that trainees in their schools are provided with an induction about the school's policies and procedures at the start of their placement.
12. All schools that are part of WCTSA have an up to date accessibility plan for their school and this is published on its website.
13. I accept that financial remuneration for trainee placements and day conferences annually as agreed.

I agree to honour the Commitments outlined above:

School Name	
Headteacher's Name (Print)	
Signature	
Date	