

Bourton Meadow Initial Teacher Training Centre

School Direct Partnership Agreement 2018 – 2019



This agreement acknowledges that some of the partnerships included are at an early stage of development and that all aspects of this Partnership Agreement will be reviewed during the year.

For more detailed information on the structure and delivery of the School Direct Programme, please refer to the *School Direct Handbook* and *School-Based Training Guide*.

Agreement for School Direct Training Programme

THIS AGREEMENT IS ENTERED INTO ON 1st September 2018

BETWEEN:

Bourton Meadow Initial Teacher Training (BMITTC), as the accredited provider and legal entity responsible for providing training on the School Direct Training Programme, its lead schools (Bourton Meadow Academy and Bedgrove Infant School), their respective partnership schools

and

[Name of trainee] [Address of trainee] (the “Trainee”)

1. BACKGROUND

- 1.1 BMITTC provides a School Direct Training Programme which is delivered by groups of schools in the Aylesbury, North Buckinghamshire and Milton Keynes area.
- 1.2 The Trainee has applied for and has been accepted on the above teacher training programme with the objective of obtaining Qualified Teacher Status, and in some cases, a PGCE.
- 1.3 The programme will be delivered by BMITTC, its lead schools and its partners. Part of the Programme will involve training placements at the lead schools or with a partner of the lead schools.
- 1.4 This agreement covers the award of Qualified Teacher Status by BMITTC. It does not cover the award of PGCE which is outside the terms of this agreement and is covered by the terms set by the University awarding the PGCE. BMITTC is not responsible for any omissions of such an awarding body.

2. BMITTC (as the accrediting provider) will:

- 2.1 be responsible for ensuring that the DfE ITT criteria are met in full;
- 2.2 be ultimately responsible for ensuring that all safeguarding checks have been conducted for tuition fee trainees, including additional checks for candidates who have lived and worked overseas. BMITTC will liaise with lead schools to ensure that written confirmation of these checks has been obtained from employing schools for salaried trainees.
- 2.3 be responsible for quality assuring the training in partner schools;
- 2.4 lead correspondence with the DfE on all School Direct matters;

- 2.5 ensure *Safer Recruitment* guidance is followed in relation to the selection and appointment of trainees across its partnerships;
- 2.6 set up the courses on the Courses Management System and advise the trainee on matters related to student finance;
- 2.7 manage SLC registration and attendance to ensure that fees are paid on time;
- 2.8 advise trainees on matters relating to training bursaries and set up financial processes to enable bursary payments (if applicable) to be paid accurately and to the agreed schedule;
- 2.9 provide a handbook and all the related documentation for trainees and others involved in the School Direct Training Programme;
- 2.10 act as the main contact with Oxford Brookes University for the organisation, delivery, evaluation and funding of the PGCE qualification;
- 2.11 provide web-based support via the Partnership website;
- 2.12 draw up and monitor partnership processes and policies, including those in relation to equal opportunities, misconduct, complaints, appeals and data protection;
- 2.12 provide overall quality assurance for all training routes leading to QTS and communicate arrangements for external moderation and Ofsted with all partners;
- 2.13 monitor and ensure the financial viability of the Partnership;
- 2.14 prepare finances for external audit and scrutiny by the DfE, as required;
- 2.15 award QTS at the end of the programme; and
- 2.16 keep lead schools regularly informed of key changes in ITE, both nationally and locally.

3. The lead schools will:

3.1 Allocations / Registration

- 3.1.1 Liaise with BMITTC to agree on the number and type of courses being offered and the maximum size of the cohort.
- 3.1.2 Negotiate with headteachers, the number of trainees that can be suitably placed in each school. This information will be used when making allocations for the subsequent year.

- 3.1.3 Manage their own allocations, adhering to the DfE's current allocation methodology.
- 3.1.4 Register the courses with the DfE through the Data Management System.
- 3.1.5 Register both the Lead School and individual courses with UCAS. Set up a designated person from BMITTC as a user on UCAS Web link to enable visibility.

3.2 Marketing

- 3.2.1 Market their own course / training programme, making reference to the fact that BMITTC is the accrediting provider. All adverts to include BMITTC logo as well as the logo of the Lead School.
- 3.2.2 Ensure that all marketing material is accurate and encourages applicants from a wide range of backgrounds.
- 3.2.3 Write and maintain the UCAS Entry Profile for each course being offered.
- 3.2.4 Provide a clear link to BMITTC website from the lead school's own ITT website

3.3 Selection, Recruitment and Placements

- 3.3.1 Carry out a rigorous recruitment process to ensure that only high-calibre applicants join the programme. All successful applicants will have the capacity to become outstanding teachers. Where appropriate, involve partnership schools and headteachers in the recruitment and selection of applicants.
- 3.3.2 Provide a detailed outline of this process to BMITTC, including copies of related paperwork e.g letters of invite, interview questions, assessment proformas etc.
- 3.3.3 Ensure that the Head of Training within the lead school is familiar with ITT Criteria and that the selection process is compliant with this, including all other legislation relevant to ITT such as the Equality Act etc.
- 3.3.4 Seek guidance from BMITTC when considering queries with an application that relate to ITT criteria (e.g type / level of qualification) or to an applicant's previous withdrawal from, or failure of, an ITT course.
- 3.3.5 Make and manage their own decisions through UCAS, adhering to UCAS guidelines, as well as managing the relevant paperwork and communication between schools and applicants.
- 3.3.6 Share selection data and information with BMITTC on request.
- 3.3.7 Be responsible for the selection of partner schools, adhering to eligibility criteria.
- 3.3.8 Arrange and manage both main and second placements across the lead school's partnership, ensuring all trainees are given high-quality, complementary placements which take account of ITT Criteria.
- 3.3.9 Facilitate BMITTC in conducting all necessary safeguarding checks, including a 'fit to teach' health assessment, an Enhanced DBS check, prohibition check and 'Disqualification by Association' check for tuition-fee trainees. BMITTC will not share specific details with schools in accordance with the DBS Code of Practice, 1997 Police Act and the Data Protection Act and the guidance

provided in the ITT Criteria Supporting Advice. However, BMITTC will provide partner schools with written confirmation that satisfactory checks have been obtained. For candidates who have lived and worked overseas, additional checks should be carried out in the country they were living, in line with the DfE guidance: <https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>.

- 3.3.10 For salaried trainees, the lead schools will ensure that the same safeguarding checks have been conducted by the employing schools and that the employing schools are clear about their responsibilities in relation to the trainees' contract and salary. Lead schools should ensure that employing schools have provided BMITTC with written confirmation that these checks have been successfully conducted.
- 3.3.11 Ensure accurate and up-to-date communication is maintained with all partnership schools including the partnership's strategic plan and improvement plan. Communication will take the form of face-to-face meetings, email correspondence and termly bulletins.
- 3.3.12 Maintain the schools Data Management System
- 3.3.13 Provide the necessary information to enable BMITTC to accurately maintain the DfE Data Management System and complete and return Census data as required by the DfE.

3.4 Funding

- 3.4.1 Ensure trainees are provided with the necessary information to be able to set up a student loan. This information will be provided to the lead school by BMITTC.
- 3.4.2 Help chase outstanding loans with trainees on the instruction of BMITTC.
- 3.4.3 Share payment schedules with any trainee wishing to fund the tuition fee from private funds and for salaried trainees on the PGCE route.
- 3.4.4 Provide accurate information on the applicants' qualifications to enable BMITTC to set up training bursaries prior to the start of the course.
- 3.4.5 Pay partnership schools £450 per tuition fee funded trainee per term to cover the cost of two days of classroom cover and additional photocopying. See attached payment schedule for further details of this.
- 3.4.6 Manage payments made to placement schools and any necessary adjustments, maintaining clear records of all payments.
- 3.4.7 Manage payments made to facilitators of the core training co-ordinated and/or delivered by the lead school.
- 3.4.8 Receive and distribute the salary grant as per details in this partnership agreement.
- 3.4.9 Ensure ITT accounts for School Direct (salaried) trainees are externally audited and financial returns to the DfE are completed accurately and prior to deadlines.
- 3.4.10 Ensure schools are aware of the criteria for the funding of different routes and that headteachers are aware that a tuition fee trainee should not be receiving a salary during their training.

3.5 Handbooks and paperwork

- 3.5.1 Ensure that appropriate course handbooks are written and shared with stakeholders prior to the course commencing.
- 3.5.2 Ensure all stakeholders sign a partnership agreement prior to the start of the course and make these available to BMITTC on request.
- 3.5.3 Notify the Trainee of all policies, rules and procedures operated by the Provider in respect of the Placement (including the Code of Professional Conduct).
- 3.5.4 Ensure all quality assurance paperwork is obtained from the relevant partnership schools and is made available to BMITTC on request.
- 3.5.5 Keep any personal data of the Trainee secure and only use it for the purposes of administering the Programme

3.6 Induction and Training

- 3.6.1 Ensure all stakeholders are given thorough induction into the aims and structure of the course, their roles and responsibilities and the procedure to be followed if a concern is raised.
- 3.6.2 Provide termly training / meetings for teacher tutors (and mentors where appropriate) addressing specific training needs identified through a wide range of stakeholder feedback.

3.7 Weekly Core Training

- 3.7.1 Create a comprehensive programme of core training that is informed by the *DfE framework of core content for initial teacher training*, to support trainees' progress towards meeting the Teachers' Standards and to provide adequate coverage of all areas of the NC, safeguarding, inclusion, e-safety, behaviour management and phonics. (This list is not exhaustive.)
- 3.7.2 Provide BMITTC with a copy of this programme prior to the start of the course (allowing for some flexibility to enable the programme to be responsive to trainees' needs).
- 3.7.3 Provide a more detailed outline of the content of each session prior to the half term in which the session will be delivered.
- 3.7.4 Maintain a record of all handouts and resources provided for each session and share this with BMITTC on request, to facilitate internal moderation.
- 3.7.5 Ensure each session is rigorously evaluated and provide BMITTC with copies of the feedback summary.
- 3.7.6 Set and manage pre and post-session tasks (where appropriate).

3.7.7 Ensure teacher tutors are kept well-informed of the core training programme and post-session tasks to facilitate school-based training.

3.8 Assignments

3.8.1 Share, mark and moderate assignments set by BMITTC (for trainees on a route leading to QTS).

3.9 Visits

3.9.1 Provide all trainees with a high-quality training manager who will carry out fortnightly visits and liaise with schools to ensure that the trainee is well supported in their development.

3.9.2 Ensure that training managers acquire the necessary skills and experience to carry out their role effectively.

3.10 Assessing Trainees

3.10.1 Adopt BMITTC's assessment procedure when making judgements on trainees.

3.10.2 Facilitate internal and external moderation to ensure consistency across the wider partnership.

3.10.3 Develop and maintain an effective tracking system to enable trainees' progress against individual Standards to be monitored.

3.10.4 Provide termly data on trainee outcomes to BMITTC for their own records and data analysis and share the progress of any trainee on request.

3.10.5 Provide additional support for trainees whose progress is of concern. This may involve increasing the frequency of observations, target setting or moving them to a different setting. All parties will be fully consulted in this process, in accordance with the procedure for unsatisfactory trainee performance.

3.10.6 Follow the appropriate procedures when raising concerns about a trainee or partnership school's involvement in the training programme, as detailed in the School Direct Handbook and BMITTC policies and communicate all concerns (including withdrawals and deferrals) promptly with BMITTC.

3.10.7 Endeavour to respond to any legitimate concern that a trainee or partnership school raises promptly, making any changes to the training or placement arrangements to maintain the progress and well-being of the trainee, teacher tutor and pupils.

3.10.8 Adopt BMITTC's process for final assessments and allow an agreed proportion (minimum 10%) of these to be quality assured by either BMITTC or an external assessor.

3.11 PGCE

- 3.11.1 Ensure trainees receive information relating to the PGCE, including the payment schedule, timetable and submission dates for modules.

3.12 Employment and NQT Monitoring

- 3.12.1 Work towards the expectation that trainees will be employed within the partnership at the end of the programme and, where this is not possible, fully support the trainee in seeking employment elsewhere.
- 3.12.2 Maintain accurate records of the schools in which NQTs secure employment and track RQTs (where possible) for the first five years.
- 3.12.3 Adopt BMITTC's procedure for NQT monitoring, ensuring that detailed, accurate and robust information on the trainee's teaching and progress towards the Teachers' Standards is shared with employing heads to ensure a smooth transition between training year and NQT induction.
- 3.12.4 Continue to track the progress of its NQTs and support their continued professional development (where feasible), by maintaining good communication and working collaboratively with both the NQTs and their employing schools.

3.13 Quality Assurance

- 3.13.1 Provide BMITTC with a clear outline of the proposed quality assurance mechanisms that will be carried out by the lead school and related timescales / frequency and add to this on the recommendation of BMITTC.
- 3.13.2 Provide BMITTC with an overview of key findings from QA activities and any action that is being taken as a result of the feedback.
- 3.13.3 Ensure full records are kept of all aspects of the training programme so that information relating to stakeholder feedback, core training, TT training, progress tracking etc can be easily accessed and viewed on request.
- 3.13.4 Facilitate internal quality assurance carried out by BMITTC on any aspect of the training programme.
- 3.13.5 Facilitate external moderation by an external assessor provided by BMITTC as well as any inspection from Ofsted and/or the DfE.
- 3.13.6 The Head of Training at each lead school should sit on the ITT Steering Group.

3.14 Complaints

- 3.14.1 Have a clear complaints policy in place and adhere to this policy when handling all formal complaints.
- 3.14.2 Notify BMITTC of any formal complaints and the resulting action.
- 3.14.3 Respond to reasonable recommendations made by BMITTC in the handling of the complaint.

3.15 Data Protection

- 3.15.1 Ensure that all stakeholders within the partnership are aware of, and compliant with the general data protection regulations, as detailed within the BMITTC data protection policy.

4. Partnership Schools will:

- 4.1 Support the overall aims and values of the BMITTC School Direct Initial Teacher Training Programme and ensure that the headteacher carries out the roles and responsibilities outlined in the School Direct Handbook, including the completion of an end of training self-evaluation.
- 4.2 Demonstrate confidence in the school-based training as a successful route into teaching and demonstrate an unwavering commitment to our training programme by attending partnership meetings and liaising with colleagues within the school to ensure that the trainee is receiving high-quality, school-based training.
- 4.3 Maintain excellent communication with colleagues from BMITTC and the lead schools and respond to correspondence or requests for information in a timely fashion.
- 4.4 Provide a comprehensive training programme of 10 months duration (September to June inclusive) including a second placement in line with the guidance from the DfE, focussed on progress towards achieving the Teachers' Standards.
- 4.5 Ensure trainees have opportunities to plan series of lessons, assess pupils in line with the school's procedures, teach a full range of National Curriculum subjects, observe experienced and effective teachers and contribute to reviews or reports for parents.
- 4.6 Provide a teacher tutor who can carry out the roles and responsibilities in accordance with the *National Standards for School-Based Initial Teacher Training (Tutors)*, as detailed in the School Direct Handbook.
- 4.7 Provide a mentor who can carry out the roles and responsibilities as detailed in the School Direct Handbook.
- 4.8 Provide a comprehensive induction programme for trainees working in the school covering emergency procedures, safeguarding, health and safety procedures, staff code of conduct, school's phonics programme and ensure that trainees are signposted towards key policies relating to teaching and learning.
- 4.9 Schools must also ensure that trainee teachers are aware of, and compliant with the school's data protection policy. Personal data relating to the trainee should also be maintained in line with the data protection regulations and the

guidance issued through the BMITTC data protection policy or the employing school's policy (for salaried trainees).

- 4.10 Arrange cover so that teacher tutors and mentors are able to attend the termly meetings and/or training provided by BMITTC or its lead schools. Funding for this cover is provided by lead schools in the £450 that is paid to partnership schools each term for tuition fee funded trainees and within the grant paid to schools for salaried trainees. Please see the attached payment schedule for full details of this.
- 4.11 Support and facilitate the work or recommendations of the teacher tutor, mentor or colleagues from the lead schools or BMITTC.
- 4.12 Support trainees of all abilities and at all stages of their development, regardless of sex, age, ethnicity or disability, as set out in our equal opportunities policy.
- 4.13 Provide opportunities for trainees to fulfil wider professional duties by allowing them to participate in extra-curricular activities, parents' evenings and other whole-school events.
- 4.14 Deliver a broad curriculum, enabling trainees to develop outstanding practice in the full range of subjects and to teach in a culturally diverse society.
- 4.15 Take measures to protect the vulnerability of a trainee by ensuring that an experienced teacher is present when teaching practical activities including physical education (Games/ PE) as well as situations in which there is an increased health and safety risk e.g break duty, 1:1 supervision of a child with challenging behaviour etc.
- 4.16 Ensure trainees are well supported by colleagues if covering classes and that the quality of their school-based training is not compromised by the amount of cover they are required to do.
- 4.17 Recognise the value of centre-based training and fully support trainees' attendance at the weekly core training sessions that are delivered by BMITTC and its lead schools each Friday. Avoid requesting the trainee to support school-based activities / trips on these days.
- 4.18 For trainees working towards a PGCE, facilitate their attendance at all seminars and workshops led by colleagues from Oxford Brookes, as part of the PGCE programme.
- 4.19 Raise concerns or problems relating to the trainee, or training programme, as soon as they arise with the relevant lead school or BMITTC, using the agreed procedure outlined in the School Direct Handbook.
- 4.20 Assess the trainee in a fair and consistent manner, adhering to the detailed guidance in the Partnership's Assessment Procedure.

- 4.21 Fully contribute to the evaluation and future development of the training programmes, via stakeholder feedback.
- 4.22 Support and participate in any ITE OFSTED inspection, including the observation of trainees.
- 4.23 Implement and support the quality assurance requirements of BMITTC, including sharing information on the quality of teaching of the teacher tutor.
- 4.24 Inform the lead school or BMITTC of any changes which may affect the school's ability to support trainees e.g significant staff changes, a weaker OFSTED etc.
- 4.25 Allow trainees to gather and photocopy appropriate evidence from their professional activities within the school. Trainees will keep such evidence confidential and report anonymously within assignments prepared for assessment by the lead school or BMITTC. (The funding paid to schools by BMA includes a contribution towards the additional cost of photocopying.)
- 4.26 Fulfil legal responsibility for trainees' health and safety whilst working in the school.
- 4.27 Ensure that an appropriate level of public liability insurance is in place to indemnify the school. Copies of certificates/policies to be available on request.
- 4.28 Ensure that all safeguarding checks have been carried out for salaried trainees, including a 'fit to teach' health assessment, Enhanced DBS, 'Disqualification by Association' and prohibition check. Employers should also ensure that salaried trainees are eligible to work in England as an unqualified teacher. Employing schools are required to cover the cost of these checks and should notify the lead school in writing that these checks have been carried out.
- 4.29 Support BMITTC's commitment to tracking the progress of its NQTs and supporting their continued professional development, by maintaining communication, working collaboratively and sharing information with BMITTC about the general progress of NQTs from the BMITTC Partnership. Any information shared will be done so with the agreement of the NQT involved. This is a requirement from the revised Ofsted Framework for ITE (June 2014).
- 4.30 Ensure the trainee is able to observe experienced and effective teachers at work in the classroom.
- 4.31 Provide a link to the lead school's ITT website from its own website.
- 4.32 Display and/or distribute marketing material relating to the teacher training programme (e.g by displaying flyers or sharing electronically via newsletters etc).

5. Trainees will:

- 5.1 Provide all relevant paperwork including Professional Skills Tests, DBS, medical form, evidence of qualifications and bank details (if appropriate) prior to starting the training programme.
- 5.2 Sign and return BMITTC's Terms and Conditions for Training Bursaries (if in receipt of this additional funding).
- 5.3 Pay the tuition fees on time, either through the use of student loan or via private funds. Funding arrangements must be secured prior to starting the course. In the event of a student loan being refused or stopped mid-year, the trainee agrees to cover the tuition fee from private funds.
- 5.4 If registered for the PGCE, ensure that the fees for the PGCE course with Oxford Brookes are paid on time (salaried trainees only).
- 5.5 Maintain excellent attendance both in their placement schools and on the weekly core training sessions. Trainees must follow the agreed procedure for reporting absences for any training sessions or days in school that they are unable to attend.
- 5.6 Adhere to the personal and professional code of conduct set out in the Teachers' Standards, the BMITTC Code of Conduct and any additional guidance from their placement schools.
- 5.7 Fulfil wider professional responsibilities that are within the normal expectations of a class teacher working within the school e.g break duties etc.
- 5.8 Familiarise themselves and comply with whole-school policies, particularly those relating to health and safety, inclusion, safeguarding, teaching and learning, behaviour management and data protection.
- 5.9 Familiarise themselves with Teachers' Standards and maintain all necessary paperwork which provides supporting evidence for these standards including fortnightly evaluations, lesson observations, lesson planning and evaluations etc. Completion of this paperwork will be monitored on a regular basis.
- 5.10 Take responsibility for their own professional development, by being proactive when setting targets and identifying and maximising learning opportunities.
- 5.11 Recognise the benefits to their continued professional development when given the opportunity to cover whole classes, when deemed appropriate by the school.
- 5.12 Complete the necessary assignments and pre and post-session tasks associated with the core training sessions.

- 5.13 Adhere to deadlines agreed by the teacher tutor, mentor, training manager or senior staff from Bourton Meadow ITTC or the lead schools, as well as course leaders from Oxford Brookes. If extenuating circumstances prevent a deadline being met, trainees will inform their training manager (or relevant colleague) at the earliest possibility and, where appropriate, an extension will be agreed.
- 5.14 Keep confidential the evidence gathered from professional activities within the school, reporting this anonymously within assignments prepared for assessment.
- 5.15 Act on the professional advice offered by the headteacher, mentor, teacher tutor, lead schools or any colleagues from Bourton Meadow Initial Teacher Training Centre.
- 5.16 Inform the ITTC or lead schools of any change in circumstance which might affect personal progress during the training programme.
- 5.17 Provide accurate and constructive feedback on the quality of the training programme, through the completion of core training and placement evaluations and participation in exit interviews.
- 5.18 Agree that BMITTC, lead schools and placement schools are authorised to disclose to each other any information, including sensitive personal data for the purposes of the Data Protection Act 1998, relating to his/her participation in the placement school.
- 5.19 Support and participate in any other quality assurance activities, including Ofsted, which may involve interviews, lesson observations, group discussions etc.
- 5.20 Only use facilities and equipment provided by the placement school for the purpose of their meeting the requirements of the programme and not for any other purpose.
- 5.21 If travelling by car to work, arrange adequate motor insurance for travel during work hours.
- 5.22 Follow the appropriate procedures when raising concerns about the training programme or a partnership school, as set out in the School Direct Handbook. Confidentiality should be maintained at all times.
- 5.23 Exercise caution and restraint when using social networking sites such as *Twitter* and *Facebook* and other messaging platforms such as *Whatsapp*. These sites must NOT be used by trainees to discuss aspects of the training programme, colleagues or work within any of our partnership schools. No inappropriate content, including photographs, should be shared and trainees should ensure that they maintain the highest security settings on all such sites.

- 5.24 Agree to extend the length of the training programme, following significant absence, to ensure that the minimum number of 120 days in school is achieved in order to gain QTS.
- 5.25 Maintain communication with BMITTC and the lead school as an NQT by sharing, and allowing employing schools to share, information on his/her general progress throughout the NQT induction year. Continued collaboration will enable BMITTC to continue to monitor and support NQT progress and continued professional development; a requirement from the revised Ofsted Framework for ITE (June 2014).
- 5.26 In the unlikely event of a trainee wishing to withdraw from the course, the trainee will discuss this with his/her training manager, arrange a face to face meeting with the Head of Training and, if withdrawal is the final outcome, the trainee will notify the Head of Training in writing at the earliest opportunity.
- 5.27 The Trainee, in the event that he or she withdraws or is deemed to have withdrawn from the programme shall be liable to pay the fees due up to the time of withdrawal.
- 5.28 A Trainee may withdraw by providing written notice of such withdrawal to the Head of Training in the relevant lead school. A Trainee may be deemed to have withdrawn from the Programme (at the Head of Training's absolute discretion) if he or she is absent for more than ten consecutive days without contemporaneously providing a reasonable justification for such absence.

6. Oxford Brookes University will:

- 6.1 Provide a programme of study for the PGCE course and related assignment guidance.
- 6.2 Provide tutorial support for issues regarding the PGCE element.
- 6.3 Provide assessment of, and feedback on, the credit bearing assignments
- 6.4 Be the accredited provider who will award the PGCE qualification.
- 6.5 Ensure all matters relating to the PGCE administration, workshops and assignments are well-communicated to trainees, BMITTC and lead schools.
- 6.6 Create planned opportunities for stakeholders to evaluate all aspects of the PGCE and respond promptly to feedback to ensure continued improvement. A written summary of the stakeholder feedback and resulting action should be provided to BMITTC.
- 6.7 Handle any complaints relating to the PGCE element of the course.

7. GENERAL

- 7.1 Nothing in this Agreement shall limit or exclude the Provider's liability for:

- death or personal injury caused by its negligence, or the negligence of its employees, agents or subcontractors; or
- fraud or fraudulent misrepresentation.
- breach of the terms implied by section 2 of the Supply of Goods and Services Act 1982 (title and quiet possession).

The Provider shall under no circumstances whatsoever be liable to the Trainee, whether in contract, tort (including negligence), breach of statutory duty, or otherwise, for any loss of profit, or any indirect or consequential loss arising under or in connection with this contract; and

The Provider's total liability to the Trainee in respect of all other losses arising under or in connection with this contract, whether in contract, tort (including negligence), breach of statutory duty, or otherwise shall in no circumstances exceed the Fees.

The Provider shall not be liable to the Trainee as a result of any delay or failure to perform its obligations under this contract as a result of an event beyond the reasonable control of the Provider (which includes but shall not be limited to strikes, lock-outs or other industrial disputes, act of God, war, riot, malicious damage, compliance with any law or governmental order, rule, regulation or direction, accident, breakdown of plant or machinery, fire, flood, storm or default of suppliers or subcontractors)

The Provider may at any time assign, transfer, charge, subcontract or deal in any other manner with all or any of its rights under this contract and may subcontract or delegate in any manner any or all of its obligations under this contract to any third party or agent.

The Trainee shall not, without the prior written consent of the Provider, assign, transfer, charge, subcontract or deal in any other manner with all or any of its rights or obligations under this contract.

Other than the Placement Provider, a person who is not a party to this contract shall not have any rights under or in connection with it.

If a court or any other competent authority finds that any provision of this contract (or part of any provision) is invalid, illegal or unenforceable, that provision or part-provision shall, to the extent required, be deemed deleted, and the validity and enforceability of the other provisions of this contract shall not be affected.

If any invalid, unenforceable or illegal provision of this contract would be valid, enforceable and legal if some part of it were deleted, the provision shall apply with the minimum modification necessary to make it legal, valid and enforceable.

Payment Schedules

Contribution towards training a School Direct (tuition fee funded) trainee leading to a PGCE with QTS

£9,000 paid to BMITTC (through SLC or private payments)

£6000 is paid to the lead school

£1500 is paid to OBU for the PGCE programme

Lead schools pay partnership schools £450 per term per tuition fee funded trainee

Payment Schedule: Termly (Dec, Mar, Jun)

Contribution towards training a School Direct (tuition fee funded) trainee leading to QTS

£9,000 paid to BMITTC (through SLC or private payments)

£7500 is paid to the lead school

Lead schools pay partnership schools £450 per term per tuition fee funded trainee

Payment Schedule: Termly (Dec, Mar, Jun)

Tuition fee trainees must not receive a salary during their training.

Contribution towards training a School Direct (salaried) trainee

£9,000 paid to the lead school by the DfE

£1500 paid to BMITTC to cover the cost of quality assurance, administration, external assessment etc.

£3000 paid to the employing school

Payment Schedule: Termly (Dec, Mar, Jun)

It is the responsibility of the school employing a salaried trainee to ensure that all relevant safeguarding checks have been carried out, including an Enhanced DBS check, and that written confirmation of this is provided on headed paper to BMITTC prior to the start of the course.

The termly payments made to placement schools, are intended to contribute towards the cost of cover to enable the teacher tutor to attend the termly meetings, as well as the additional cost of photocopying which may be required to enable the trainee to gather evidence towards the Teachers' Standards.

Bourton Meadow ITTC and the lead schools therefore reserve the right to deduct £100 for each colleague that fails to attend the termly meeting/training event. Dates of these meetings will therefore be shared with all schools in July 2018, giving headteachers adequate time to make the necessary cover arrangements. In the unlikely event of the meeting having to be rearranged, no deductions will be made if less than a month's notice is given of the new date.

If a school is required to withdraw from the partnership, or a trainee is only placed in the school for part of a term, payments will be calculated pro-rotta.

Training Bursaries

For 2018-19, there are currently no training bursaries for trainees on the primary (General) route to QTS.

Tuition Fees: Paid Privately

An invoice will be sent out at three points through the year.

28th September 2018: £2250

11th January 2019: £2250

26th April 2019: £4500

All trainees on the School Direct (tuition fee funded) route will be required to cover the cost of safeguarding checks including the enhanced DBS check and 'fit to teach' health assessment, prior to starting the term. The cost of the DBS for 2018-2019 is £59.

If a trainee withdraws, the trainee will cancel the Student Loan. Bursary payments will be halted by the provider. If there are any outstanding fees – either for the course or PGCE, the trainee must settle these immediately. If outstanding fees are not paid, BMITTC will recover these in line with its debt recovery policy. The provider will be responsible for paying back any bursary underspend to the DfE.

Any funding changes due to the withdrawal of a trainee will be effective from the date when written confirmation of the withdrawal is received. In the absence of written notification, the date of verbal notification will be taken and BMITTC will confirm this in writing to the trainee.

Core Training

BMITTC and lead schools will pay partnership schools £200 for delivering a full day's training (approx. 9 – 4pm) and £100 for half a day. Schools are required to invoice the relevant body and payment will be made after the session has taken place.

For providers beyond the partnership, BMITTC and lead schools will liaise with individual schools/organisations on the cost of the training depending on the duration and nature of the session. A cost will be agreed with both parties prior to the training and it is the trainers' responsibility to invoice the relevant body.

Student Loan Company – Trainees with the benefit of a Student Loan may opt to have the Fees paid directly to the Provider. IT IS THE TRAINEE'S RESPONSIBILITY TO ENSURE THAT THE PROVIDER RECEIVES THE FEES AND THE PROVIDER MAY, IN ITS ABSOLUTE DISCRETION, REFUSE ADMISSION TO THE COURSE IN THE EVENT THAT PAYMENT HAS NOT BEEN RECEIVED BY ANY DUE DATE.

TERMS OF PAYMENT

The Trainee shall not be permitted to attend placements or lectures without the express permission of the Head of Training in the event that he or she fails to make any payment before its respective due date. Such failure to attend will be counted as absences and may have an effect on the Trainee's ability to qualify.

The Trainee acknowledges that he or she will not receive the qualification unless the Provider has received all sums in full and for the avoidance of doubt, the further

acknowledges that this may affect the Trainee's ability to take up a post in the following September.

Quality Assurance

All parties have roles to play in the quality assurance of the scheme. The provider has lead responsibility for quality assurance as part of the Ofsted inspection framework for ITT providers. This sets out the expectation of outstanding providers in relation to quality assurance as follows:

Rigorous and well-embedded quality assurance systems are used extremely effectively to sustain high-quality outcomes and to continuously improve the quality of provision across the ITE partnership.

The expectation is that all involved across the Partnership contribute to the achievement of these outcomes.

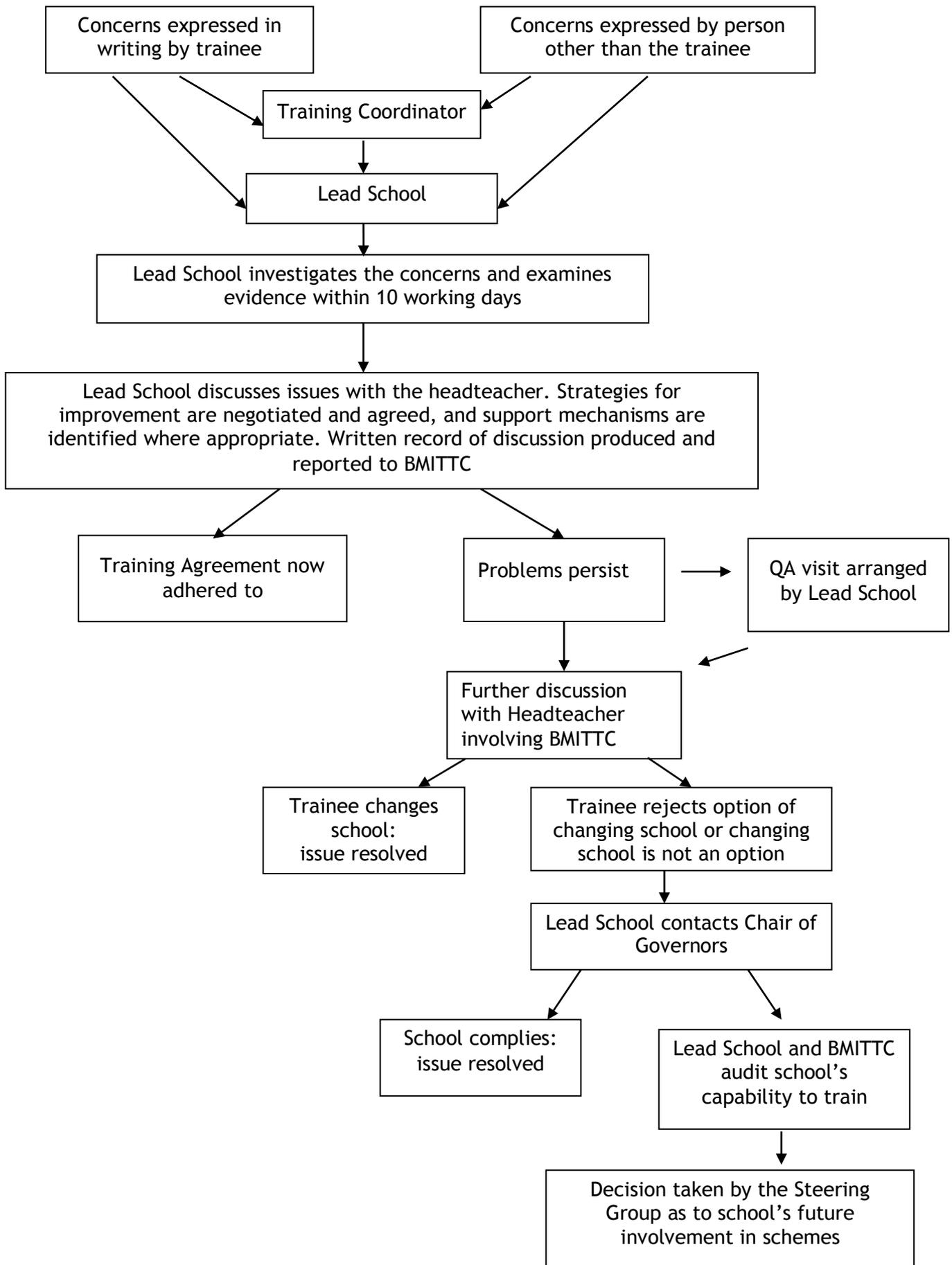
Procedures for non-compliance of schools to the relevant Partnership Agreement

- The key aim is to provide support in order to enable the trainee to meet the Teachers' Standards and to optimise the quality of training. If a school fails to comply with the Partnership Agreement once a trainee has been accepted onto the programme the procedure set out overleaf will be invoked.

The following principles underpin this policy:

- Schools should consider carefully whether they can offer the quality of training we expect, as set out in the Partnership Agreement.
- An individual trainee should not be penalised as a result of the shortcomings of a school.
- The BMITTC partnership will attempt to work constructively with the school to resolve any potential areas of weakness and to get the school to take more responsibility for the quality of training provided.
- If a school continues to have problems meeting the requirements of the Training Agreement, the BMITTC partnership will undertake a capacity audit of their ability to lead training.

• **Procedures for non-compliance of schools to the Partnership Agreement**



BMITTC Partnership

School Direct Training Programme Partnership Agreement

We agree to the terms and conditions as set out in this document.

Trainee:

Name:

Signature:

Date:

Main Placement School:

Headteacher:

Signature:

Date:

Lead School: Bourton Meadow Academy

Head of Training: Helen Byrom

Date: 04/06/2018

Signature: *H. Byrom*

Provider: Bourton Meadow ITTC

Executive Headteacher (BMET): Martyn Kitson

Signature: *M. J. Kitson*

Date: 04/06/2018