

School of Teacher Education



Liverpool Hope University ITE Partnership Handbook



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STANDING OUT

The Liverpool Hope University Partnership

Welcome

Liverpool Hope University is unlike any other university in the United Kingdom. Its work has been shaped for over 170 years by Christian principles but it embraces those of all faiths and none. Originally born out of three teacher training colleges in the nineteenth century, Liverpool Hope is now a leading provider of Teacher Education and has been working at the cutting edge of Education developments since the 1840s. Liverpool Hope University has a long established tradition of delivering high quality Teacher Education.

The Faculty of Education at Liverpool Hope University is strongly committed to partnership-led teacher education. We recognise that the quality of our students gaining Qualified Teacher Status is dependent on the valuable work carried out in schools and ensuring a collaborative approach is maintained at every stage of the management and delivery process.

We are committed to a process of continuous monitoring and review. A continuing dialogue with the schools that work with us is a key driver for our improvement. We set ourselves the highest targets in the training of the next generation of teachers, and we know that these mirror your own standards for your schools and pupils.

We believe that our strength lies in our commitment to our school led partnership. This partnership enables our students to receive the best possible support and education. We believe that in order to provide outstanding teachers is to work as equals in a close and transparent collaboration. We work with our schools from the initial recruitment of students, right through the delivery of the training and beyond qualification to the continued professional development of teachers. We demonstrate our commitment to partnership in the fullest sense – by inviting you to be part of our strategic planning so you become a large part of shaping our provision of initial teacher education at every level.

We very much look forward to working with you.

With warmest wishes



Sue Cronin

Head of School of Teacher Education

Introduction

The purpose of this combined Primary and Secondary Partnership Handbook and Agreement (“The Handbook”) is to set out management structures, roles and responsibilities in relation to Initial Teacher Education (“ITE”) at Liverpool Hope University. We refer throughout to working with “Partner Schools” but we also recognise that some early years settings are not classed as schools as such but as PVLs. When we talk about schools and Partner Schools we intend this to include such early years settings as well.

The arrangement between Liverpool Hope University (“the University”) and its Partner Schools works to arm trainees with the knowledge, skills and experience to meet the Teacher Standards as set out by the Department for Education (Appendix 1). Trainees will be supported to understand and apply the links between theory and practice which underpin the profession. We strive to show trainees how to become effective teachers, able to reflect on their performance and plan their individual professional development in order to meet and exceed the Teachers’ Standards. The University and Partner School are jointly responsible for determining the individual progress and attainment of each trainee and ensuring all of the Teachers’ Standards have been fully met.

The University expects all Partner Schools to have an ability and willingness to provide a secure, safe and effective base for placement elements of initial teacher education and to provide suitably experienced and trained mentors to work with students. All Partner Schools need to be aware of, and agree to help deliver the Teachers’ Standards and Initial Teacher Training (ITT) Criteria.

The University and our Partner Schools have specific roles and responsibilities as set out in this Handbook. These roles and responsibilities enable all student teachers to make progress against the Teachers’ Standards. The Handbook should be used by all members of the partnership and it is supplemented by documents containing more detailed information which are set out on the University’s VLE Moodle which is accessible to all of our partners. This Handbook aims to be compliant with all of the current criteria for initial teacher education. It can also be used as the basis for the development of trainees who go beyond what is required. Headteachers are asked to sign the agreement at the back of this handbook to show acceptance of the principles set out in this Handbook. Headteachers may wish to submit this Handbook to external agencies as evidence of their school’s commitment to Teacher Education.



The Benefits of Partnership

Enhancing Pupil Progress

Liverpool Hope University trainees can make a positive impact on pupil progress in your school by providing additional support in the classroom. Introducing trainee teachers to your pupils provides a wider range of role models for pupils to relate to; and by exposure to new teaching and learning strategies a pupil's imagination and motivation can be broadened. Our trainees can inject a new level of enthusiasm into your classrooms and that is what we seek during our recruitment process.

Recruitment Opportunities

Our Partner Schools are actively involved in the recruitment and selection of students. They are given the opportunity to take a lead during the interviewing process and to take an equal responsibility for the selection of the most promising candidates.

School Staff Development

Mentoring trainees can provide an excellent tool for professional development for emerging or experienced teachers. By observing, evaluating, making judgements and coaching trainee teachers this can encourage reflection and development of their own practice. The University also offers the chance for teachers to enhance their skills and continue their own professional development by attending mentor training and development courses, delivering training for students and other colleagues. There are also opportunities to get involved with school-based research at the University, throughout the Hope Challenge suite of projects. This should, in turn, provide increased confidence for your teaching colleagues who have expertise to share as a researcher.

Additional Resource

Partner Schools also benefit from placement trainees by receiving financial remuneration from the University. The fee that you receive depends on how many trainees you are supporting and is agreed with you prior to each placement. Schools will also have the chance to share ideas and network with other schools who work with the University through mentor training and other activities organised by the University.

'I am now feeling confident and ready to start my first job and feel equipped with good knowledge of school life and teaching strategies.'

BA QTS Year 4 trainee



Our Key Achievements

Employment Rates

We pride ourselves on developing the best teachers that can add to the profession and are highly employable. 95% of our student teachers who graduated in 2015 are in a teaching post (within 6 months of graduating).

Student Satisfaction

At Liverpool Hope University, student satisfaction is a priority. Initial Teacher Education provision at Liverpool Hope University was ranked first in the North West and first among the 54 largest providers nationally (National Student Survey 2016). The University was ranked top of the 54 largest providers with a 99% overall satisfaction rate by students. We carry out internal exit surveys so that our provision is consistently evaluated and improved. In 2016 this survey showed that 99% of our student teachers rated the overall quality of their training as 'Very good' or 'Good'. Our completion rates for 2016 were 89% – well above the national average.

Our success is dependant on the success of the partnership.

"At each stage the two students presented as confident, professional and enthusiastic candidates.....Children were excited and highly motivated by the stimulating and clearly structured lesson and were inspired to want to write their own poems. Quite simply, the lessons were outstanding and contained key features that clearly offered our pupils support, challenge, motivation and progression. Please forward my thanks to the relevant tutors who have so expertly prepared these students, particularly those who have worked with the students to teach them how to teach Literacy in a primary setting."

Jan Taylor

Head teacher, Barlows Primary School

'Outstanding experience, the support from both my class mentor and PLC was of the highest quality. Always willing to give advice and feedback on all aspects of school life. Gave me excellent ideas on how to deal with difficult classes and situations. Really shaped the way I will teach in the future.'

PGCE Secondary trainee

The Partnership Pledge

Our Pledge to Partner Schools

We have summarised below what we can offer you if you become one of our Partner Schools and we pledge this to you

- Access to professional support and curriculum expertise from our academic and professional staff
- Access to relevant university based teaching sessions
- Opportunities for research and collaborative projects to inform evidence based practice in the class room.
- Support from us and help in preparation for Ofsted inspections and schools at risk or in challenging circumstances.
- We offer a “Core Support and Development” package of 4 days across each academic year which includes:
 - Mentor Level 1 Development Day
 - Partnership Learning Day (covering key government priority areas e.g. Assessment)
 - Partnership Conference Day and celebration Dinner
 - NQT Induction Tutor Development Day
- A selection of free twilight CPDL events including Subject Knowledge Focus Week.
- Subsidised Masters modules for our Partner Schools based around evidence and enquiry based research, relevant to classroom practice and innovation.

Your Pledge as a Partner School

In summary, this is what we expect from our Partner Schools:

- Provision of high quality professional placement experiences.
- Opportunities for an expansive range of flexible trainee learning experiences within placements.
- Engagement in provision of additional non assessed learning opportunities wherever possible.
- Opportunities to observe and learn from outstanding practitioners.
- Value the importance of excellent mentoring and commit to attendance and dissemination of annual development events.
- Commitment to provide a thorough induction for students into the school.
- Openness to share expertise and innovative practice with the University, with other Partner Schools and most importantly with the students.
- An integrated programme of Initial Teacher Education designed to support the development of each student teacher.
- Student teachers are given structured opportunities to teach within the guidelines laid down for each undergraduate and postgraduate course.
- There is regular, sustained classroom observation of student teachers with feedback and joint observations during University Professional Placement Tutor visits.
- The school’s most recent Ofsted report does not identify significant weaknesses in key areas that might affect training.
- Appropriate documentation, including medium and long term planning, is made available to student teachers
- Professional Learning Coordinators and Mentors participate and contribute to regular developmental sessions to support their role.
- Recognition that schools have a duty of care towards trainee teachers who they treat with the respect appropriate to colleagues.

General Principles of Partnership

Roles and Responsibilities

Governance and Our Commitment to Improvement in Collaboration

The School of Teacher Education has a committee structure which drives its strategy. The Primary and Secondary Steering Committees are key to ensuring direction, change and improvement to ITE. These committees are chaired by Head Teachers from our Partner Schools. We actively encourage membership of the committees from our Partner Schools as well as University staff and Senior Management Team at the University.

Evaluations of the courses by Professional Learning Coordinators, Student Teachers, Professional Placement Tutors, Moderators and External Examiners are used to inform an annual improvement plan. Focus Groups are set up made up of members of the Steering Committees to help to drive initiatives forward and allow all voices to be heard.

An annual monitoring report is submitted to the Dean of Education and Liverpool Hope University Quality Assurance at the beginning of each academic year. We believe that our strength in governance evidences our willingness and commitment to improve and enhance all aspects of ITE at Liverpool Hope University. See appendix for our full committee structure.

Roles and Responsibilities within the Partnership

School Based Partners

Head Teachers

The commitment of the head teacher/principal is essential for successful partnership and ensuring a whole school commitment to ITE. The head teacher/principal has a responsibility to ensure that the school can offer both an appropriate setting for effective training and is able to meet the requirements of the school experience. Key responsibilities include;

- A commitment to the principles set out in this Handbook;
- Having in place school policies or strategy that support ITE;
- Supporting and authorising/facilitating opportunities for school staff (i.e. subject mentors and professional tutors) to assist the partnership in the selection and interviewing of applicants for a place on ITE programmes and to attend mentor training sessions;
- Allowing key staff the time to attend reasonable development opportunities;
- Facilitating visits by University external examiners, Ofsted inspectors and internal University moderators to their school for the purpose of quality assuring and enhancing the work of the partnership as well as for the moderation and assessment of student teachers;

Mentors

Students are placed with a member of staff who is a suitably experienced practitioner, this person is known as the student's Mentor. Mentors are responsible for guiding, supporting and training the student during their placement in school. The expectations of Mentors in relation to meetings with students and observations are set out in detail in the Overview of Primary/Secondary Training Courses documents available on Moodle. Mentors will record observations and points of discussion using the pro forms provided.

Key mentor responsibilities include:

- commitment to the values and vision of Liverpool Hope University;
- completion the required number of observations and give students written and verbal feedback;
- having a working knowledge of the Notice to Improve procedure and ensure University procedures are followed (see below);
- ensuring that the Professional Placement Tutor assigned to their school has up to date contact details;
- attending regular development and mentoring events;
- engaging with the Partnership VLE 'Moodle';
- conducting weekly reviews and oversee professional development sessions to monitor the students effectiveness within the placement context;
- participating in the assessment of the students against the Teachers' Standards for QTS and engage in cross moderation;
- completion the necessary documentation in partnership with students;
- supporting, advising and guiding students, sharing expertise and frameworks for reflective practice;
- complete each professional learning evaluation and the Partnership evaluation honestly in the knowledge that their comments will be shared;
- liaising with the Senior Professional Tutor and Professional Placement Tutor as and when required;
- taking part in partnership development in the wider context of partnership;
- understanding their role as trainers in developing future members of the profession;
- being aware of the extent to which student teachers see them as role models and therefore, be willing to 'unpick' their own practice for the benefit of student teachers;
- recognising the difficulties inherent in observation of student teachers teaching, in terms of values, knowledge and experience;
- helping student teachers to develop their own observational skills;
- being critical but compassionate in their responses - concentrate on student teachers' strengths before considering weaknesses, particularly if the student teacher is not doing very well. It is sometimes hard to remember how very easy it is to damage a student teacher's confidence
- supporting student teachers in achieving the Teachers' Standards.

Professional Learning Coordinators (PLC)

The Professional Learning Coordinator is the lead Mentor at a Partner School so all of the above responsibilities in relation to Mentors are applicable to this role as well as the specific responsibilities below

- the main point of contact between the University and the Partner School;
- ensure induction is given to students;
- responsible for ensuring that all Mentors within the school are prepared and trained for the role;
- quality assure the work of Mentors within the school;
- allow students to have access to photocopying and materials for class use in line with general school provision;
- coordinate the experience of students in school.

University Based Partners

The Professional Placement Tutors (PPT)

Each Partner School is allocated a Professional Placement Tutor who maintains day to day liaison and support for a cluster of Partner Schools. The Professional Placement Tutor has a pivotal role in the partnership relationship. In their visits to Partner Schools, PPT take the role of moderators, ensuring that there is parity in the assessment of student teachers across the Partnership, and ensuring quality provision. Each PPT is assigned to a group of schools and it is the intention that they build up a close working relationship with the Professional Learning Coordinators and Mentors in each Partner School. They are therefore the first point of contact in the case of queries or difficulties.

Key responsibilities of the Professional Placement Tutor include:

- maintaining regular contact with their schools;
- liaising with their students and Professional Learning Coordinators (PLCs) to arrange to carry out joint lesson observations and provide written feedback on judgements and standards;
- monitoring and moderate students across a network of professional learning settings, monitor and check student files and set targets;
- supporting Mentors and Professional Learning Coordinators throughout the professional learning experience;
- carrying out quality assurance procedures for the University;
- ensuring that all relevant staff within Partner Schools receive initial mentor development training;
- ensuring that any changes at school are communicated to Partnership Administration and Support;
- providing developmental support for mentors and professional learning coordinators;
- establishing a variety of approaches to support students, settings and networks that enhances and develops partnership;
- developing an understanding of the ethos and philosophy of the Partner Schools that they are responsible for;
- ensuring that Mentors understand their responsibilities and know the requirements of each placement and the contents of this Handbook generally;
- reviewing action plans and assessments for each student.

The Senior Professional Tutor for Partnership (SPTP)

The Senior Professional Tutor for Partnership has overall responsibility for the University's relationship with its Partner Schools. As part of this role the Senior Professional Tutor for Partnership has the following key responsibilities:

- liaise closely with Partnership Administration and Support and the Partner Schools to ensure high quality professional learning experiences for students are secured;
- work collaboratively with members of the partnership to provide initial and developmental training and support;
- draw on and disseminate expertise across the network of School Partners;
- collaborate with the Professional Development officer to develop opportunities for continuing professional development and research that may be of relevance to Partner Schools;
- monitor and evaluate a sustainable partnership model for ITE;
- liaise with Professional Placement Tutors to organise meetings and to inform the agenda and evaluation for these meetings;
- address any issues raised on partnership and professional learning evaluations with Professional Learning Coordinators and other relevant people within Partner Schools.

Head of Initial Teacher Education

The Head of Initial Teacher Education has overall management responsibility for the relationship that the University has with its Partner schools. The main responsibilities of the Head include:

- working in close association with the Head of Primary ITE and the Head of Secondary ITE and other senior colleagues to ensure that the development of school partnerships is compliant with Ofsted and QAA requirements and reflects the priorities and principles of the changing external environment;
- work in close association with the PVC (Academic) on matters relating to Quality Assurance both in the context of Ofsted inspection and QAA Institutional Review.

The Heads of Primary ITE and the Head of Secondary ITE (University based)

The Heads of Primary ITE and the Head of Secondary ITE have overall responsibility for students and the academic curriculum for ITE at the University. The main responsibilities of the Heads of Primary ITE and the Head of Secondary ITE include:

- ensure students understand the expectations and outcomes of each professional learning experience to all School Partners through pre and post briefings;
- provide explanations of professional learning and individual training profiles to the students and Mentors;
- assume a lead role in supporting students with concerns/notice to improve during their professional learning experience;
- support Partnership Administration and Support in placing students and addressing any issues regarding professional learning as they arise;
- provide clear explanations to students of each professional learning evaluation;
- feedback any changes to documentation to Partnership Administration and Support, and Senior Professional Tutor for Partnership, as and when they occur;
- take responsibility, under the Deputy Head of School of Teacher Education, for monitoring and further developing consistently high ITE provision;
- ensure consistency and coherence across ITE programmes, ensuring the highest possible outcomes for students within the Partnership.

Partnership Administration and Support Manager

The Partnership Administration and Support Manager has a dedicated team of administrative staff to support the administrative needs of partnership with ITE at the University. The main responsibilities of Partnership Administration and Support include:

- source and confirm student placements alongside the Professional Placement Tutors;
- create and maintain accurate and efficient records;
- administer the dissemination of all school related paperwork/electronic material (across programmes);
- communicate relevant information to all members of the Partnership;
- maintain school records;
- support and administrate Steering Committees and other Partnership Boards/meetings;
- organise training and development events that support the strategic requirements of partner schools and settings;
- publish newsletters for the benefit of close communication between all members of the partnership;
- ensure that key documentaion is available on Moodle and that all School Partners can gain access;
- ensure that Partner Schools are regularly monitored as part of The School od ITE Quality Assurance Procedures and the Internal Moderation Framework.

Student Teachers

The Hope Teacher is one who is resourceful, reciprocal, resilient and reflective as well as knowing what it means to promote good learning in others.

The Student is expected to:

- behave professionally and responsibly in line with partnership expectations including the Student Professional Conduct Agreement;
- ensure that the Partner School and their Professional Placement Tutor have up to date contact details for them;
- attend pre professional learning lectures and seminars;
- complete the required placement documentation; Teaching File, The Hope Teacher Profile;
- complete any professional learning tasks and activities on their individual training plan;
- respond constructively to advice given – and seek out additional support when needed;
- plan, deliver, assess and reflect on teaching;
- complete each professional learning evaluation honestly in the knowledge that their comments will be shared with the setting and Professional Placement Tutor;
- support the aims/principles/ethos/philosophy of the Partner school;
- demonstrate a positive professional attitude;
- make a full and active contribution to the life of the school in line with current school policies and ITE requirements;
- demonstrate an ability to reflect on and develop their own practice;
- respond professionally to advice from University and school-based colleagues;
- be punctual and dress appropriately in relation to their school experience;
- communicate promptly, clearly and appropriately with all University and school based colleagues, including following the University procedures for notifying colleagues of absence from school experience.

See Appendix 2: Student Professional Conduct Agreement

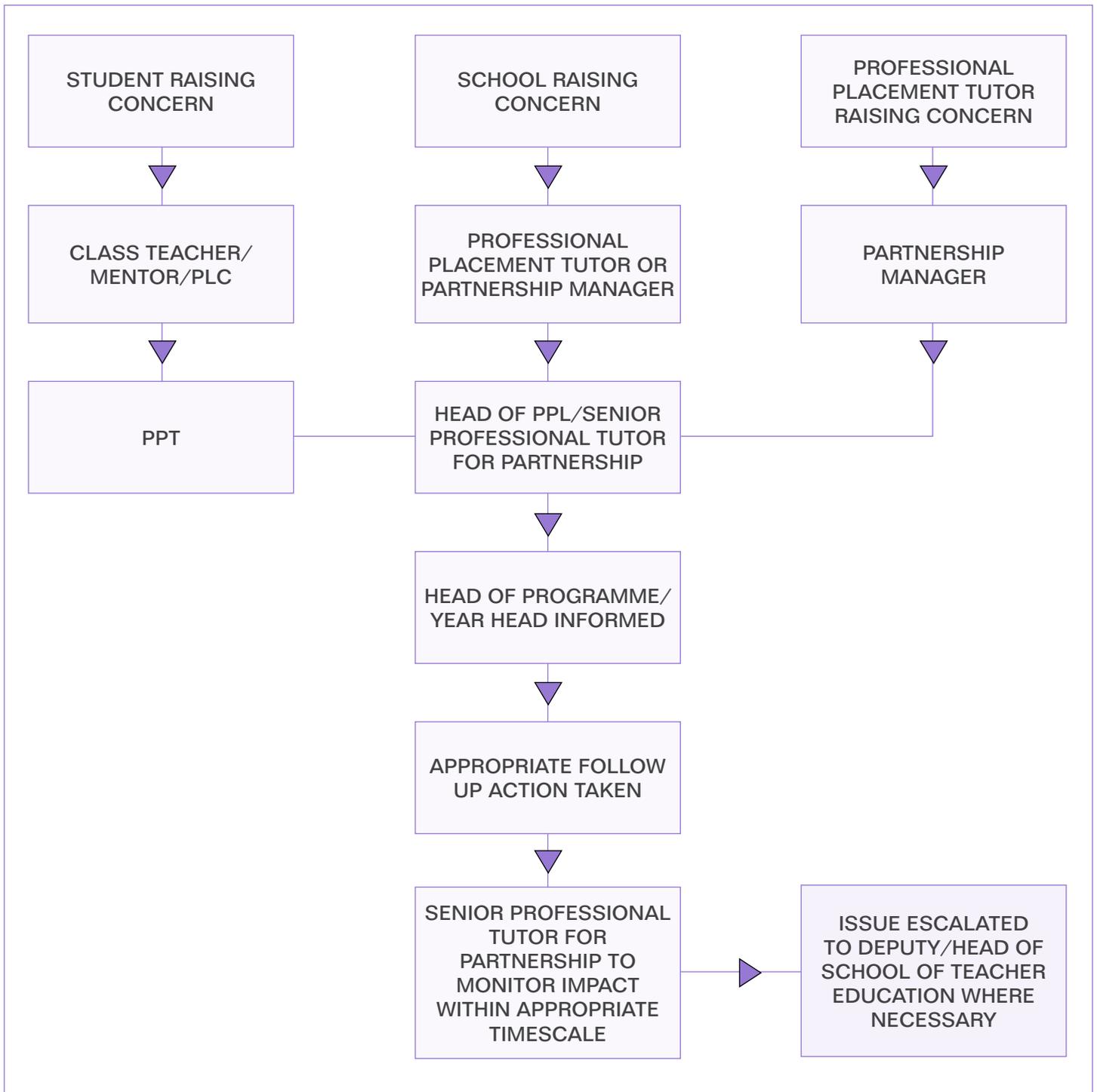
'My placement was high quality and gave me lots of confidence. The staff were welcoming and supportive and I was able to progress to my full potential on placement.'

PGCE Primary trainee



Lines of Communication

It is important that all members of the partnership are aware of the support systems and communication process in place and what to do should any problems arise.



In the case of a University Professional Placement Tutor being unavailable or unable to assist the school with their query, the Senior Professional Tutor for Partnership or Partnership Administration and Support should be contacted. In complex cases the problem will be passed to the Deputy Head of School of Teacher Education as appropriate.

Partnership Administration and Support

E: partnershipoffice@hope.ac.uk

T: 0151 291 3062/2044

Other Aspects of Partnership

On rare occasions de-selection or termination of the partnership may be considered if either partner fails to meet the requirements outlined in the Handbook and other documentation.

It is incumbent upon School Partners to register any concerns they have if the University is perceived as failing to meet its duties as set out in this Handbook. Any formal concerns should be directed to Sue Cronin, Head of the School of Teacher Education, will respond to the Partner School within 14 days of receiving the complaint. If the University is unable to resolve the concern within 28 days of the initial response then the Partner School has a right to terminate the agreement giving 14 days notice. The University will pay any fees that are due (on a pro rata basis) on the date of termination.

When a School Partner is perceived as not meeting the identified criteria of good practice or of not meeting the expectations set out in this Handbook the following procedures will be followed:

1. Issues about the suitability of a partnership school are identified and raised by those involved for example; a concern may be raised by a student teacher, group of student teachers, tutor, internal or external moderators or examiners or through the monitoring process of regular review of evaluations across the year.
2. The Head of the School of Teacher Education will initially review the concern(s) raised and consider whether action is required.
3. If action is deemed necessary, they will agree a course of action to rectify the concern.
4. After an agreed period of time, the Senior Professional Tutor the Head Teacher of the Partner School will review the concern raised.
5. If, after consultation with the Head Teacher, the school has not shown enough progress to respond to the concerns, the school may be deemed unsuitable as a partnership school, and will be deselected with immediate effect as a placement for all student teachers.

Risk assessment of placement as a result of a school/setting being judged as Requires Improvement or placed in 'Special Measures' following an OfSTED Inspection.

The School of Teacher Education takes its duty of care to trainees very seriously and ensures its mission to support children is upheld at all times. The LHU partnership with schools/settings is exceptionally strong. Trainees are placed in Partnership schools/settings that have a record of good training and support. In addition, University tutors have a deep understanding of schools/settings and the regional priorities for improvement, which includes training beginning teachers in being able to flourish in schools/settings in challenging circumstances. Without exposure to schools/settings deemed RI or in special measures who have capacity to provide quality support they will not receive a rounded experience. For many trainees, this is gained through The Hope Challenge, for others through placement in challenging schools/settings. In addition, some of our good schools/settings, have been on a journey of improvement from special measures or requires improvement. Leaders in these schools/settings know how to improve teaching and raise achievement for pupils/students and they use this knowledge well to support trainees.

Schools/settings who wish to join the partnership are vetted through their Ofsted reports and discussion with the Head of ITE to identify their experience of ITE. New schools: e.g. Free Schools have a visit from a PPT to look at capacity to train including a compliance check. All schools/settings must adhere to the Partnership Agreement which outlines the responsibility of the University and Partnership schools/settings. Trainees never 'arrange their own placements'. However, they can introduce a school/setting to the partnership team. If the school/setting is not already in the Partnership a Quality Assurance assessment is carried out by the partnership team. The Head

of Initial Teacher Education may then agree for the school/setting to be entered into the Partnership and for the trainee to be placed in that school/setting.

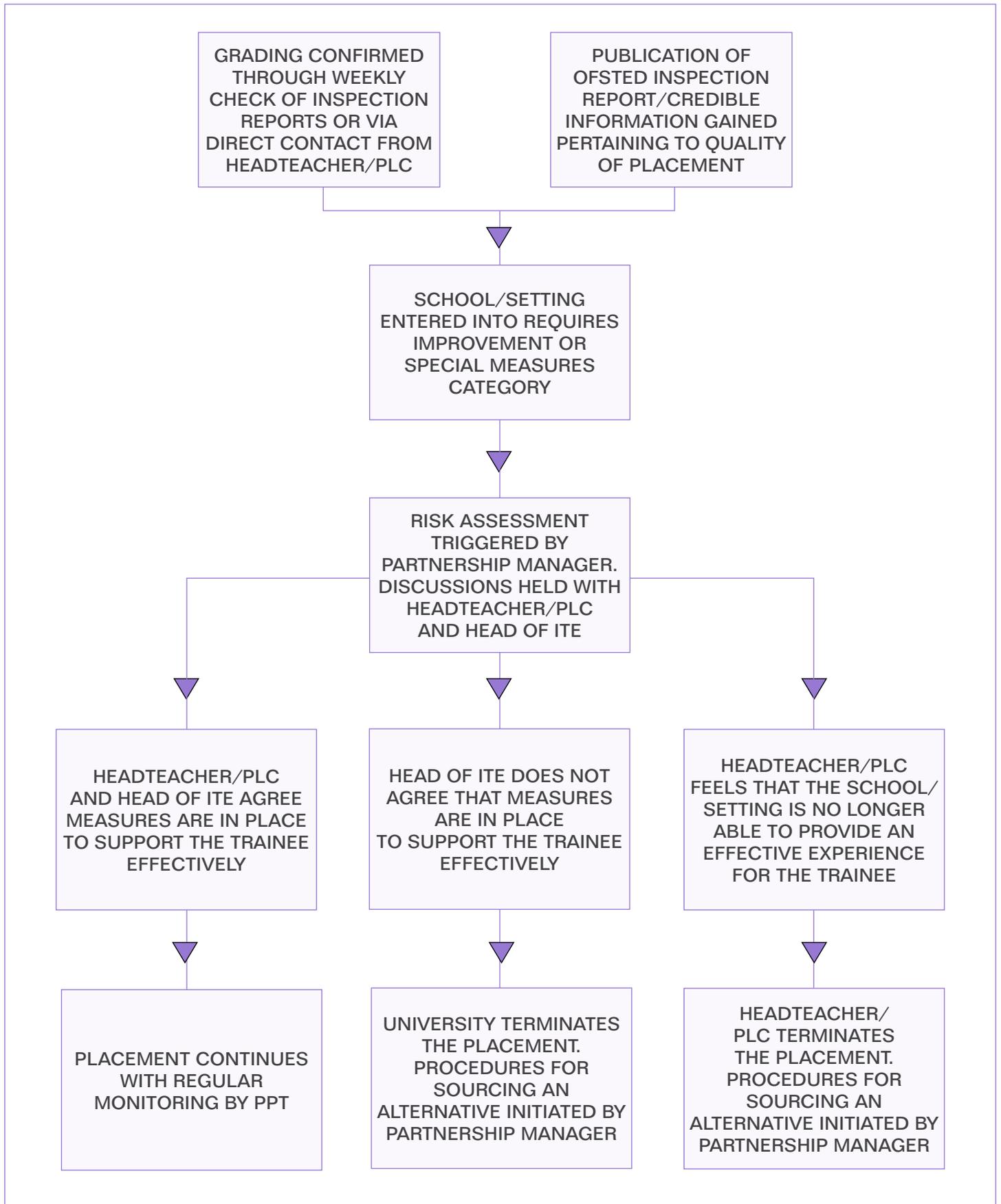
Where a placement school/setting undergoes an Ofsted Inspection that results in it being judged Requires Improvement or placed under 'Special Measures'

Ofsted categories are checked weekly and schools/settings are requested, as part of the partnership agreement, to keep the University informed of any developments in the Partnership school/setting that might adversely affect the quality of trainees' experience in the placement, e.g. being judged RI or placed in Special Measures by Ofsted. This then leads to an immediate risk assessment by the Partnership Manager. Where necessary, schools/settings are deselected using the appropriate deselection criteria.

The guidelines from the NCTL indicate that the placement can continue where the Head of ITE and Headteacher and PLC from the placement school/setting are in agreement that trainees can receive the degree of support that they require to meet their professional needs during the placement. Where the Head of ITE feels that trainees will not receive the degree of professional support required, the partnership team will contact the Headteacher/Principal and indicate that the University wishes the placement to terminate. In those circumstances, the partnership team will initiate the procedures for finding alternative placement(s) for the trainee(s) involved. Alternative placement schools/settings will be informed that the reason for trainees being removed from their placement is unrelated to their performance on the Programme; Where the Headteacher/Principal from the 'Special Measures' school/setting indicates that they are unable to provide the trainee/trainees with the degree of professional support required at that stage in the Programme, the school/setting will withdraw the placement offer. In those circumstances, the partnership team will initiate the procedures for finding alternative placement(s) for the trainee(s) involved. Alternative placement schools/settings will be informed that the reason for trainees being removed from their placement is unrelated to their performance on the Programme.



Procedure Following Adverse Ofsted Inspection Of A Placement Setting



Statutory Requirements

Disclosure and Barring Service checks (DBS)

It is the responsibility of all members of the partnership to ensure safeguarding procedures are adhered to. The School Partner should ensure that all students are fully aware of safeguarding procedures. It is the University's responsibility to carry out all necessary vetting and suitability checks on students. All student teachers are required to undergo an Enhanced DBS Disclosure Check.

All applicants begin the DBS application process as soon as they enter the University admissions system and students are not permitted to commence their school placements until the University is satisfied that all conditions have been met. If any concerns are alerted to the University via the DBS, a University Committee will make a judgement of the student's suitability to begin work with children in Partner Schools, based on the concerns raised. There is no requirement for students to take their DBS certificates to school as the University is responsible for processing their DBS. Schools will be provided with students' DBS numbers and the date the checks took place so that schools can record this in their own central systems.

We recognise that many individuals who are unsuited to working with children may not have any previous convictions, and are vigilant during the selection process. Professional learning settings have a duty to ensure that students are properly managed and supervised and that, if they have concerns, this is quickly shared with the University. In the case of a student who is arrested, under investigation, charged with an offence or who receives a conviction, the University will exercise its professional judgement on a case-by-case basis in considering whether to allow the student to continue the programme, to suspend them from the course, or to terminate their training. It is incumbent on trainees to inform the University of any changes in respect of this matter.

Some members of University staff including PPTs, who have only occasional contact with pupils and are not left unsupervised with children do not require a DBS check provided they are at all times in the company of individuals that have been checked. Such individuals can include ITE students.

Both the University and the partner schools agree that they will have clear policies and procedures to ensure that personal data is treated in accordance with the applicable laws and that students are made aware of those policies and procedures.

Safeguarding

Before commencing any professional placement trainees should:

1. Know the name of the school or setting's Designated Safeguarding Lead
2. Read and understand the DFE guidance: Keeping Children Safe in Education (part 1); What to do if you're worried a child is being abused and, where appropriate, The Statutory Framework for the Early Years Foundation Stage.
3. Read the school or setting's child protection policy, code of conduct for adults and volunteers together with the national guidance for safer working practices
4. Understand the school or setting's child protection procedures and how to report safeguarding concerns about a child.
5. Read the school or setting's online safety policy including any guidance for staff or volunteers
6. Have access to the school or setting's whistle-blowing policy and managing allegations against staff and volunteers procedures
7. Know how to report any safeguarding concerns to the University Designated Safeguarding Officer.
8. How to access the Local Safeguarding Children Board procedures.
9. Familiarise yourself with this guidance together with the appendices.

All trainees should receive an induction from their school or setting which includes safeguarding.

Equality and Diversity

Liverpool Hope University is committed to equal opportunities. All student teachers on teacher training courses are expected to promote equal opportunities in their teaching and to value diversity fully. The University has an Equality and Diversity Policy which ensures that there is equality of opportunity for all members of its community. In pursuit of this goal, the University is committed to eliminating both direct and indirect discrimination to ensure that no-one is unfairly disadvantaged, either through individual action or through its policies or procedures, on the basis of the protected characteristics as set out in the Equality Act 2010. Partners will agree to employ all means possible to ensure that the University's students are not disadvantaged, harassed, offended or insulted by anyone on the basis of the protected characteristics. University students also have a responsibility not to disadvantage, harass, offend or insult anyone else within the schools they are placed, on the same basis.

It is recognised that Partner Schools will have their own policies designed to ensure and safeguard equal opportunities for all staff, pupils and student teachers that work there. All partners will share with student teachers equal opportunities policy and procedures. A student teacher must know what to do if they or a pupil experience any form of discrimination or harassment. Any student teacher who acts in a way which is contrary to the Equality and Diversity policies at the school or the University must be referred to the [Senior Professional Tutor for Partnership].

Disabled students working in school

The Equality Act 2010 requires educational establishments to provide for all students without discrimination. This includes making anticipatory adjustments to include disabled learners. Student teachers that have disclosed a disability are offered support through the University's Student Development and Well-being Service (Tel 0151 291 3427, email sdw@hope.ac.uk). All schools and Universities are required to plan inclusively, make reasonable adjustments and provide support for all pupils and student teachers. Where a student requires reasonable adjustments to be made with regard to a placement, the University will communicate these to the school and the PPT will ensure that these are carried out appropriately.

There may be student teachers who, for a number of reasons, have not disclosed a disability. In practice this means being ready and willing to provide extra support or to adjust practice to accommodate the needs of student teachers even when these needs have not been made explicit at the outset. If a student discloses a disability or medical condition to the school whilst on placement advise them to contact Student Development and Well-being if they have not already done so. Tel 0151 291 3427, email sdw@hope.ac.uk.

Health Issues

When a student has a medical condition that may impact on their role in the classroom we advise them to make all those working with them in University and in schools aware of these conditions. If students need to take medicines onto a school placement, either for a permanent or temporary condition, they must notify their Mentor and any other staff as required by the school's procedures. Medicines should be used and stored in compliance with the school's Health and Safety rules and with due regard to the safety of pupils and other staff.

Health and Safety

It is the policy of the University to ensure that it is meeting its legal and moral responsibilities in respect of the health, safety and welfare of students while on placement arranged by the University.

The University will provide advice and written guidance, which will be made available to student teachers at briefing meetings and the University will endeavour to:

- prepare the student for placement and ensure they are aware of general health and safety aspects
- give the student the opportunity to notify the University of any health and safety problems encountered whilst in the school setting
- respond to any negative feedback received from students regarding health and safety practices during professional learning by informing the school.

This advice will seek to ensure that student teachers are able to minimise the risks to themselves during school experience. Attendance at briefing meetings is compulsory for all students.

Once students are on placement, whilst continuing to be designated as University students, they are, for the purposes of insurance policies, perceived as 'employees' (under health and safety law) of the Partner School. This means that the school/college has the same duty of care towards them as any other employee as regards health and safety issues. Therefore, the Partner School must:

- assess risks, provide adequate information, instruction, supervision and training on the use of equipment
- meet all its obligations in relation to the Health & Safety at Work Act 1974 and other relevant legislation.

It is the responsibility of the Head Teacher to have in place an organisational structure that will ensure that:

- staff, including students from the University, receive suitable training;
- staff, including students from the University, can demonstrate competency to carry out their role in the school experience procedures
- sufficient resources are allocated and they can implement appropriate procedures to ensure the health, safety and welfare of staff and student teachers involved in the school experience.

Equally, students have the same responsibilities as any other 'employee', in relation to and including compliance with, local authority / school health and safety rules. Students must take reasonable care of their own health and safety; they must take reasonable care of the health and safety of other people who may be affected by their actions; they must also co-operate with the employer and they must report any unsatisfactory situations that arise in the workplace to their Mentor and, if necessary, to their Professional Placement Tutor.

If student teachers do have an accident in school please inform the University and send a copy of the written report to a Partnership Administrator. If a student teacher does not adhere to school health and safety requirements and policies please inform the Support Manager immediately. The school will then be contacted to discuss actions to be taken.

Insurance

The University has appropriate policies for: employers' liability; public liability and professional indemnity. When student teachers are away from the University on placement, the organisations accepting student teachers are required to cover them under their employers' liability policy with regard to any personal injury which the student may suffer for which the organisation in question is legally liable. The University does have insurance that covers its student teachers while they are on school placement in so far as if the student does something negligent resulting in injury/damage, then the University insurance covers such an eventuality. However, the University insurance policy does not normally cover any negligent acts on the part of the school in relation to the injury of a University student during their placement. The Health and Safety checklist mentioned above is designed to check that all schools/institutions in the partnership have their own insurance policies in place so that, if a student is injured due to an act/omission by a school, then in such a case it would be the school's insurance that would be relevant. Any queries regarding insurance matters including any queries regarding liability if an incident has occurred during/at the school experience involving a University student should be made to [Michael Hayes hayesm@hope.ac.uk, Procurement Manager].

Online safety

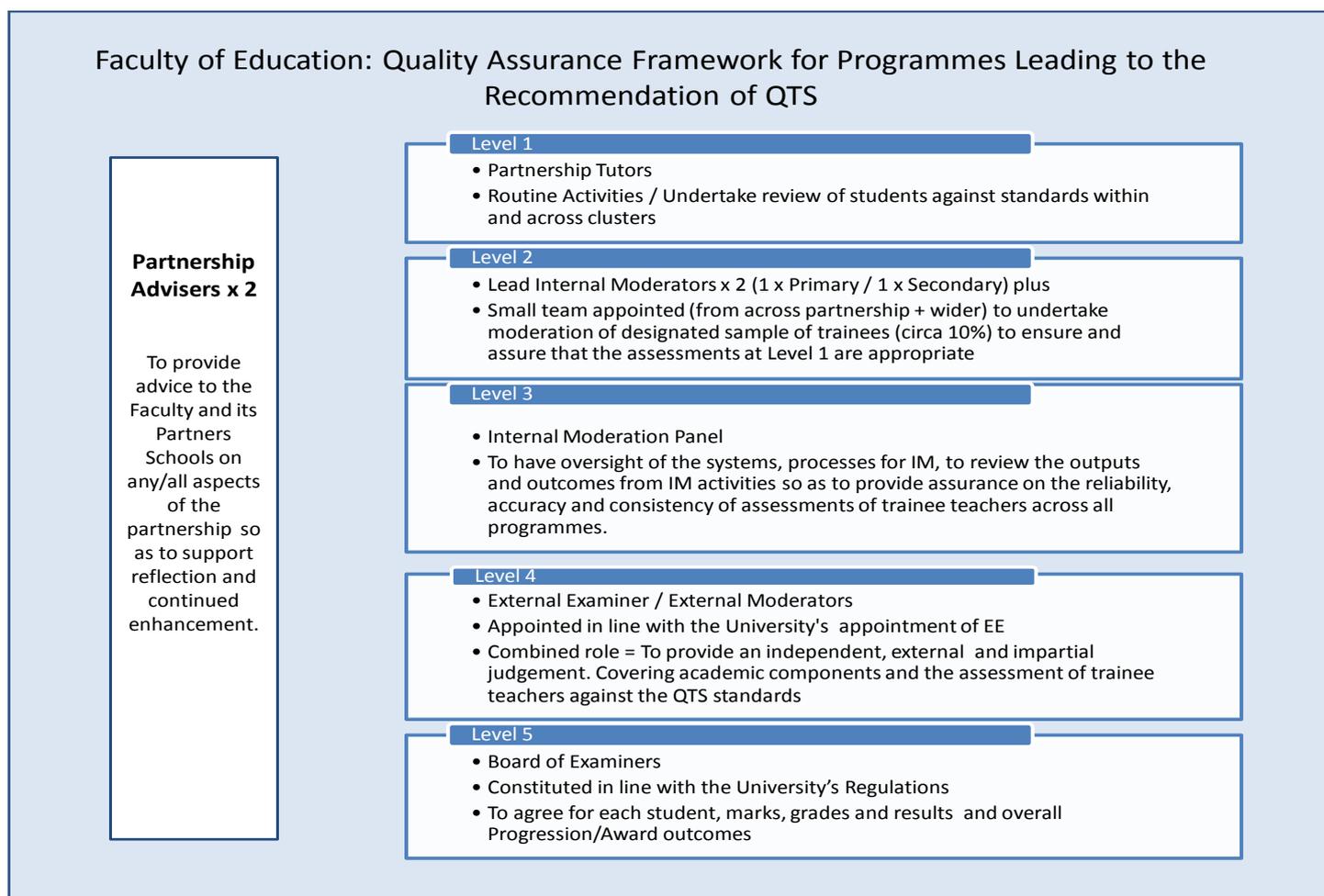
The University and the Partner School are responsible for ensuring that student teachers understand and address the e-safety issues which affect children. Students are provided with information on social media, cyber bullying, viewing inappropriate content and online grooming during their classroom training at the University. Students are asked to build on this during their placement at a Partner School, using the opportunities presented in each setting. We ask that Partner School support this.

Induction Guidance and Student Handbook for Professional Learning Settings

It is a requirement that all students are inducted into their school placements in line with school policies and procedures. Partner Schools are responsible for induction once the student starts their placement. Ideally induction should happen on day one or as near thereafter. Key policies that students need to be aware of include: Health and Safety and Fire Evacuation; Child Protection/Safeguarding; Teaching and Learning; Behaviour Management; Assessment for Learning; Marking and Presentation. Students are aware that they should expect to be treated as a member of staff and as such, are bound by school policies and procedures. To support schools with this process Student Induction templates can be found on Partnership Moodle.

Quality Assurance and Enhancement of the Partnership

Liverpool Hope University has an extensive and thorough system for assuring the quality of provision and ensuring that assessment of student teachers against the Teachers' Standards is rigorous and accurate. These include frequent monitoring and evaluation and internal and external moderation and examination procedures. All of these systems and procedures regularly inform course improvement and the impact of training on individual student progress towards outstanding. The ranges of quality assurance mechanisms employed by the University are set out below in the diagram.



Quality assurance arrangements can only be achieved through shared documentation and agreed procedures and the University asks that Partner Schools are supportive in this process by:

- embedding Initial Teacher Education as part of their school development plan
- providing examples of good practice
- develop frameworks to support reflective practice, as part of school self-evaluation
- become accountable to parents, school governors, Ofsted, etc., as providers of training for student teachers
- getting involved in the University's evaluation procedures including a commitment to self-evaluation.

The Professional Placement Tutors' primary role is a moderating one, ensuring that student teachers are receiving appropriate support and assessment as described above. Professional Placement Tutors visit many schools and are involved in the process of ensuring parity of experience and assessment for student teachers across a wide range of partnership schools. They also ensure that student teachers and schools are suitably supported.

Internal Moderation and External Examination

We recognise that the quality of our students gaining Qualified Teacher Status is dependent on the valuable work carried out in Partner Schools and ensuring a collaborative approach is maintained at every stage of the management and delivery process. We are committed to a process of continuous monitoring and review. The continuing dialogue with our partners is a key driver for our improvement. We set ourselves the highest targets in the training of the next generation of teachers. We are committed to being fully transparent with our partnership colleagues and as part of that are ensuring that the moderation process captures the quality of the work being undertaken and is shared openly with schools. We undertake moderation to ensure all aspects of the partnership are developed to achieve the best outcomes for trainees and therefore for schools. University moderators are chosen for their skills and abilities in working with schools in a supportive way, while also acting as a critical friend. Our expectation of moderation is that it adds value to the partnership and is not an onerous burden on schools.

A full copy of the Internal Moderation Framework and supporting documentation can be found on Partnership Moodle.

Internal Moderation

The panel of Internal Moderators act as a critical observer of the quality assurance of the judgements of students against the Teachers' Standards. They moderate a percentage of the judgements for cohorts' professional learning. The moderators may also be called in to monitor the progress of students who are given notice to improve and to make recommendations to the Professional Learning Exam Panel and Course Examination Board should such a student be deemed to be failing to make progress against the Teachers' Standards.

Partnership Advisers

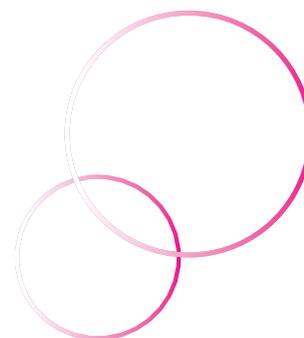
The Partnership Advisers are engaged by Liverpool Hope University to act as a critical observer of partnership procedures, most particularly the interface between Partner Schools and the University. The Partnership Advisers are especially concerned with parity of experience for student teachers in school. They may visit students; Professional Learning Coordinators; and Mentors in school in order to report to the Steering Committee.

Role of the External Examiner

The External Examiners for the programmes report on both academic and QTS assessments, this includes a moderation role in relation to the recommendation for the award of QTS. The External Examiners read a cross section of the written work completed by students, and oversees assessment procedures. Some sampling of student teaching experience takes place. They are also responsible for advising on parity across subject areas and on the quality of student teaching and judgements by the University and its Partner Schools. They make recommendations to the Examinations Board and identify opportunities for course development and enhancement.

'The guidance from my mentor allowed me to have a very positive experience during my first placement. I feel I have taken significant strides and felt well supported.'

PGCE Secondary trainee



Life Beyond ITE into NQT

It is our priority to ensure that all student teachers who leave us as NQTs are fully prepared and are of the highest quality to enter into the teaching profession and that they will contribute in an outstanding way to the life of schools and learners for many years to come. Once a student qualifies, the professional journey continues with NQTs being supported by a range of activities provided by the University and informed by Partner Schools. Many of our NQTs work within our partnership network and are encouraged to continue engaging with our CPD and MA Education courses beyond the NQT year.

The University arranges an “Enhancement Programme” that Liverpool Hope University NQTS are able to attend free of charge. The Enhancement Programme is a non-accredited programme that has been designed specifically to support NQT/RQTs during their induction year and beyond to provide them with the opportunity to develop their own professional practice. This programme will provide the NQT/RQT with:

- Three free conferences/events
- Free/subsidised CPD opportunities throughout the year
- Access to library facilities and borrowing rights (up to 3 books)
- Access to a Hope Email Address and NQT Moodle account which will have a variety of learning resources and materials

Professional Development for Mentors and Professional Learning Coordinators

It is a vital part of the Partnership for those supporting student teachers in professional learning to have a continued professional development to enable them to carry out their roles. **Professional development will take place each year and there will be cohort specific mentor development prior to each placement taking place. Mentors are expected to attend at least one of these training sessions each year.**

The professional development opportunities provided by the University cover the following:

- information on the course structure and requirements of the professional learning experiences
- knowledge of The Teachers’ Standards and ITE requirements.
- Enhancement of mentoring skills and knowledge
- Opportunity for keeping up to date with Government requirements and initiatives in ITE
- Opportunity for keeping up to date with local and national initiatives in ITE
- Opportunity for keeping up to date with course changes, developments and opportunities at Liverpool Hope University
- Chance to meet with other mentors and professional learning coordinators to share practice and ideas
- Opportunity to evaluate the course and Partnership with university professional tutors and programme managers
- Opportunities through involvement in selection and interviews
- Opportunities through involvement in university based sessions.

In response to Partner School requests, Liverpool Hope University will be holding daytime sessions at a variety of venues. Experienced Professional Learning Coordinators are invited to assist in the development days each year. Support and development for whole school staff will also be provided on request to individual Professional Placement Tutors to meet the specific needs of the setting. The role of Teaching Assistants and other additional adults working in school settings in supporting student teachers is recognised as being significant. Teaching Assistants and other additional adults are welcome at all professional development sessions.

Overview of Courses and Professional Learning

Liverpool Hope University ITE Partnership offers a number of routes into teaching, all of which aim to prepare student teachers to become professionals of the highest quality.

Routes into teaching are as follows:

BA Primary Teaching (QTS): A three year degree programme. Newly Qualified Teachers (NQTs) from the BA (QTS) course are trained to teach children in the Foundation Stage aged 3-7 (Early Childhood Studies) or 5-11 (Primary). They are generalists who have specialist training in a National Curriculum subject, Early Childhood Studies, Disability Studies or a Modern Foreign Language as part of their specialist subject study. Furthermore, as part of their BA (QTS) degree course student teachers spend a minimum of 32 weeks training in settings. They are assessed against the Teachers' Standards and Requirements for ITE. Students who successfully achieve Masters Level in assignments during their final year of study will have up to 60 credits to a Master's Degree

The Primary Postgraduate Certificate in Education (Primary) full-time route: A one year programme The Primary PGCE is an intensive 42 week course of which 120 days are spent in schools. Students from the PGCE routes have been trained to teach children in the Early Years aged 3-7 or primary aged 3 – 11 years. They are generalists who undertake specialist training in a National Curriculum subject, Early Years Education (for the 3-7 route), Religious Education or SEN. Students who successfully achieve Masters Level in assignments will gain 60 credits to a Master's Degree. Those that exit with degree level assessment will gain a Professional Certificate in Education with QTS

The Postgraduate Certificate in Education (Secondary) full-time route: A one year programme The Secondary PGCE is an intensive 42 week course of which 120 days is spent in schools. The course is scaffolded to embed increasing professional learning in a setting over time. The first semester has a 2-3 day split across the partners with 2 days university based learning and 3 days school based learning. In the second semester the school based learning experience is increased to a 5 day week block. Finally after a short university based learning block the students move to a second complementary experience in a new partner school. Students who successfully achieve Masters Level in assignments will gain 60 credits to a Master's Degree. Those that exit with degree level assessment will gain a Professional Certificate in Education with QTS.

Outline details of each course can be found in:

1. Professional learning handbooks and information sent to settings:
2. Student course handbooks.

Additional documentation which will also help professional learning coordinators and professional learning tutors and student teachers to understand the key features of courses is:

- The Hope Teacher Profile
- Professional Learning Handbooks

These are held by the students and School Partners can access all these via Moodle for reference.

Professional Learning

The ITE Criteria require that on the BA 3 Year ITE course that there will be a minimum of 120 days (24 weeks) of placement training over the four years (minimum),

or

1 year PGCE course will be a minimum of 120 days (24 Weeks) of placement training over the year (minimum).

Professional learning is designed to enable student teachers to provide evidence of progress towards and ultimately sustained achievement of the Teacher's Standards. It is expected that they will also make best use of time in a setting to meet their own professional targets.

[To meet the standards for QTS, assessed training of student teachers in school takes place during a period of sustained consecutive weeks in school (BA QTS years 1, 2, 3, and both PGCE placements).]

Student teachers will teach in at least 2 schools – teaching children from different backgrounds to give breadth and variety of experience and they must be assessed against standards in the relevant age groups and key stages for their training.

Those on the Early Years course will have EYFS & KS1 sustained assessed experiences those on the 5-11 (general primary) will have KS1& KS2 sustained assessed experiences. The Hope Partnership also requires that our trainees have pre and post age phase experience and opportunities for enhancement in an SEND or PRU setting.

As part of their professional learning students are required to regularly update their Hope Teacher Profile, Evidence Bases and Subject Knowledge Trackers as part of the reflective process driving improvements in teaching and learning.

Key outcomes of professional learning are that students are able to demonstrate:

- Teaching skills in appropriate settings - age appropriate teaching strategies and techniques
- Appropriate subject knowledge to teach a breadth of National Curriculum core and foundation subjects or Foundation Stage Curriculum
- Skills in curriculum design, planning, assessment, recording and reporting including focused tracking of impact of teaching on pupils learning
- Management of learning and support staff
- Inclusion, Special Needs, Parental Involvement, PSHE, Equal Opportunities, English as an Additional Language (where possible) and out-of-school learning opportunities.

Detailed expectations for performance and assessment in each placement are set out in the Professional Learning Handbooks for each cohort.

Assessment of Student Teachers

Throughout the course students are assessed in a range of ways using summative and formative assessment methods, both in academic work and professional learning. To complete and pass the course students must have met all of the Teachers' Standards and also have passed the academic components of the course.

The Hope Teacher Profile

'The Profile of Professional Development' (The Profile) is the key document of the training within the Hope Partnership. The philosophy underpinning the course, and of The Profile, is that of reflective practice. Progression in the skills of teaching results from a process of review and target-setting in response to individual need.

Hence, the profile:

- functions as an individual training plan where progress is recorded and tracked
- is managed by student teachers in discussion with mentors/ Professional learning co-ordinators at weekly mentor sessions
- is the key link between the Initial Professional Development (IPD) programme and subject programmes in university, and professional learning in settings and serves as the key formative and summative assessment record of the course.

The completion of The Profile is a compulsory element of the course and any student teacher not completing it satisfactorily will be given an overall FAIL grade.

The Profile comprises forms and documentation required by student teachers throughout the course, namely:

- 1) Record of Prior Experience (RoPE), completed prior to first placement.
- 2) Record of attendance (maintained by the trainee and endorsed by mentors and Hope tutors).
- 3) Individual learning plan, referenced to the Teachers' Standards, consisting of:
 - a) Beginning training targets derived from the ROPE
 - b) School-led log: record of professional development and training activities
 - c) Target setting and review sheets, completed weekly and discussed with Mentors
 - d) Strengths and development areas identified for each standard at each Review Point, which inform target setting for the next stages of professional learning.
- 4) The Evidence Base: a reflective commentary of progress against each of the Teachers' Standards, detailing HOW the trainee feels they have met the criteria and links to relevant documents and supporting evidence. Mentors and Hope Tutors will comment on the quality of the evidence base at each Review Point via the Review Spreadsheet.
- 5) Assessment schedules are particular to each course and details of this are in course handbooks. The student teacher is responsible for ensuring that they follow this schedule and partnership colleagues contribute to this at appropriate times.

Observation of the student teacher by the Mentor or Professional Learning Coordinator

Formal lesson observations take place each week from the start of teaching weeks during professional learning placements. Any member of staff who has had mentor training can undertake the weekly formal observation. This process is a combination of agreeing targets for observation and discussion, observing teaching, learning and pupil progress and critical reflection and discussion to enable the student teacher to reflect on their practice agree clear targets for development and provide appropriate support. Feedback should be structured carefully using the guidance criteria provided on the Lesson Observation Proforma. Individual training plans will reflect the personalised approach to progress towards the teaching standards. Joint observations between Professional Learning Tutors, Subject Tutors and Professional Learning Coordinators and Mentors are crucial in order to standardise judgements across the Partnership.

Completing Formal Observations (Perspective Online)

The Liverpool Hope Lesson Observation Form is designed in light of the Teachers' Standards. It encourages mentors to focus on qualitative feedback and developmental target setting and also to provide subject specific feedback and targets.

- The mentor should ensure that the trainee has completed the 'standards focus' box before the beginning of the lesson. As the teachers standards are very broad, student teacher should identify specific aspects on which to focus the observation (using the bulleted sub heading exemplification e.g. T1.2). For instance, rather than T7 Manage behaviour effectively, the student teacher may focus on clear rules and routines (T7.1) and establishing a framework for discipline (T7.2). The focus which is selected should mirror the aspects of the standard identified within the target and review sheet for that week within the profile.
- During the lesson mentors should provide an evaluation of key aspects of the student teacher's practice using the checklist to guide their comments. This feedback should highlight strengths and areas for development.
- At the end of the lesson mentors are asked to grade the aspects of the standards which have been identified by the trainee as the lesson focus. Liverpool Hope uses a grading system from 1 to 4, with 1 indicating excellent practice; 3 indicating practice which still requires improvement to be good; and 4 indicating cause for concern. The partnership aspires to have all student teachers as at least good by the end of their training. Mentors are also asked to use these numerical judgements to give an overall grade for the lesson using the box beneath the checklist. Assessment indicators are provided to support mentors in standardising their judgements. It is important that the grades are consistently aligned with these criteria throughout the training year. Thus, although, it is likely that grades will increase as trainees gain experience, strong trainees may receive high grades from the outset if their teaching reflects the criteria.
- The most crucial aspect of the lesson observation should be the setting of appropriately challenging and specific points for action arising from the observation. The checklist and assessment indicators should support mentors in identifying suitable targets for individuals whether they are struggling or already showing substantial promise. A limited number of focussed points for action are more likely to have a positive impact on trainee progress than too many very generic targets.
- Copies of the Lesson Observation feedback should be made for:
 1. Trainee
 2. Class Mentor/ Subject Mentor
 3. Professional Learning Coordinator
 4. Hope Professional Placement Tutor/ Subject Tutor

A grading scale* is used to make judgements about a students' progress:

Grade 1 – All learners make good progress

Grade 2 – All learners make at least expected progress

Grade 3 – Some learners make less than expected progress

Grade 4 –Learners make inadequate progress

The criteria take into account both the requirements of the Teachers' Standards and the Ofsted requirements, ensuring that trainees are being assessed against the national expectations. Students are fully supported in understanding and "owning" the grading criteria through their taught sessions prior to each placement.

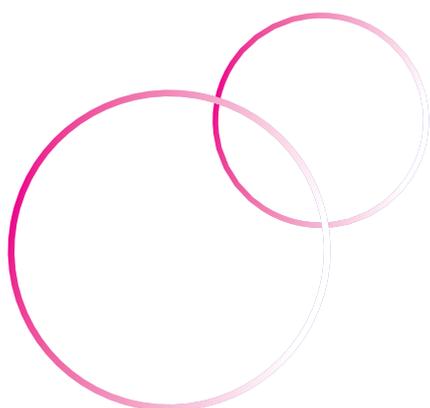
It is crucial to remember that an outstanding trainee is a trainee who teaches lessons that are consistently good and often shows characteristics of outstanding teaching. It is therefore essential that Mentors / Professional Learning Coordinators always look for the potential for trainees to be outstanding.

To give an example, the Professional Placement Tutor and Professional Learning Coordinator may observe an outstanding student delivering good lessons which incorporate some elements of outstanding practice. These “outstanding” elements may be demonstrated through an innovative use of resources, through confident questioning skills or through the skilful management of differentiation.

Professional Placement Tutors and Professional Learning Coordinators should highlight the grading criteria after each lesson observation to show what is being achieved. It is vital that students know their current strengths and clearly understand what they need to target in order to improve. There must be a robust process of review and target setting after each lesson observation.

‘The school provided excellent support and made me feel very welcome and involved in school life. They helped me develop both professionally and personally.’

PGCE Primary trainee



Failure to meet Professional or Academic Standards required for Teaching

Notice to Improve Procedures (Ntl)

Notice to Improve (Ntl) is used to formally identify a trainee who is not making expected progress either academically or professionally. Notice to Improve is intended to alert the trainee, the school, and the university to the **need for additional support**. The intended outcome of the process is that the trainee either:

- makes progress against set targets and consequently meets the standard required to progress successfully;

OR

- makes some progress against set targets, but needs additional time / support via a new target cycle in order to meet the standard required. This may include a placement extension

However, where the trainee teacher does not meet the agreed targets in the given timescales, possible outcomes may be:

- Failure of the placement. This will be confirmed at the appropriate examination board where a possible opportunity to re-sit may be considered.
- Withdrawal from the course;

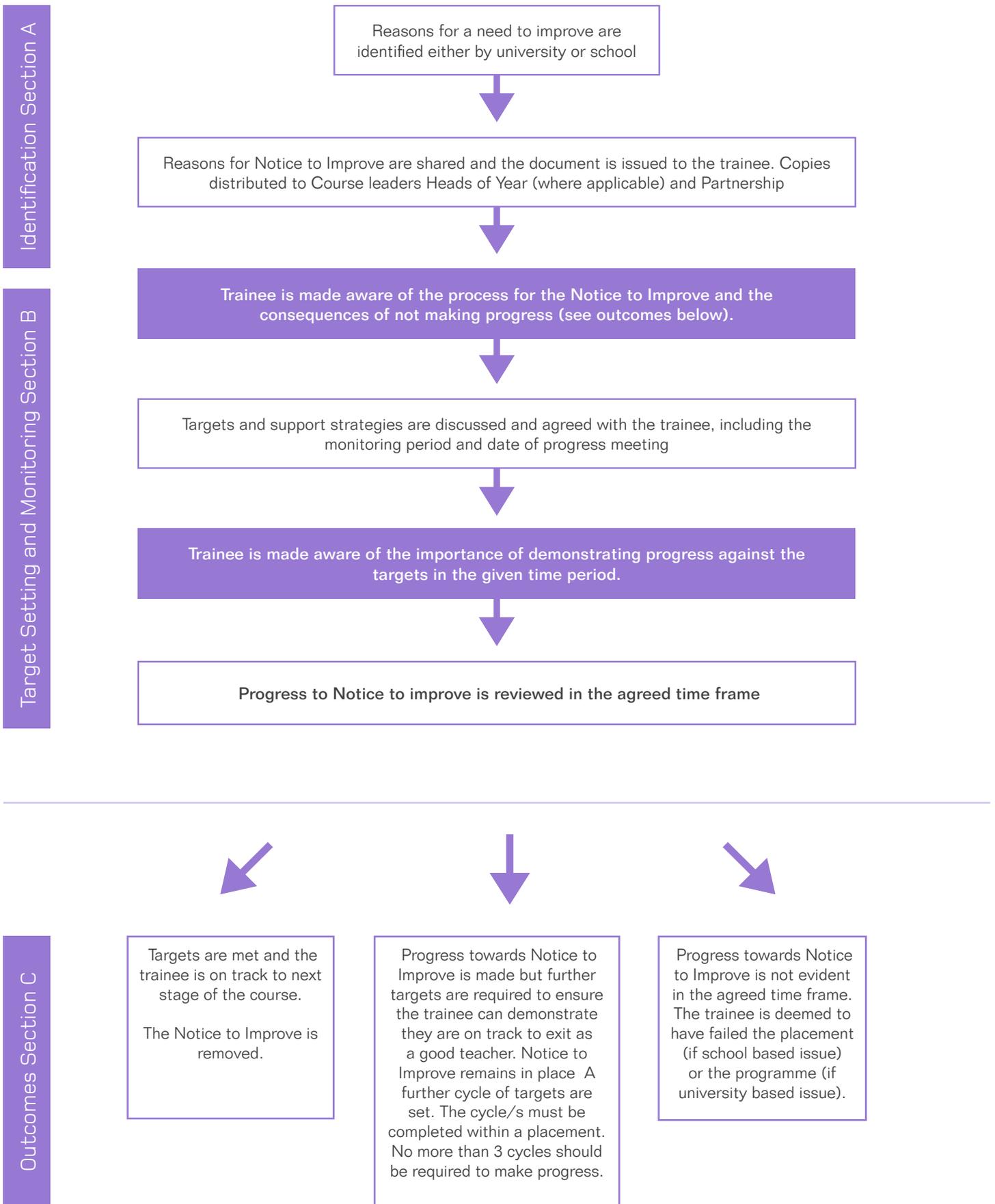
Implementation of Notice to Improve

Any partner in training can complete a 'Notice to Improve' proforma; it would normally be instigated by the Professional Learning Co-ordinator (PLC) or university Initial Professional Development (IPD) tutor. In most cases where a Notice to Improve is issued as a result of failing to meet Teachers Standards, this should follow a conversation between the school and the university. However, when immediate action needs to be taken, the University trusts the professional judgement of school and partners to inform the Professional Placement Tutor (PPT) as soon as possible after the Notice to Improve is issued.

Other than in exceptional circumstances, there should be clear evidence that a student is failing to meet expected targets before a Notice to Improve is issued. This evidence would usually (but not exclusively) appear in the form of low grades on lesson observations/reviews/attendance monitoring/academic performance or failure to act upon advice etc.



Notice to Improve



Notice to Improve: Section A

To be completed by the university tutor or the school and sent to Partnership Administration and Support Team partnershipoffice@hope.ac.uk, and course leaders or year heads.

Name of Trainee: ID Number:

Name of School:

Name of Class Teacher:

Name of School PLC:

Name of University PPT:

Head of Year:

STUDENT FIRST IDENTIFIED AS HAVING PROBLEMS BY:

- | | | | |
|---|--------------------------|--|--------------------------|
| Class Teacher | <input type="checkbox"/> | University IPD Tutor | <input type="checkbox"/> |
| Professional Learning Coordinator (PLC) | <input type="checkbox"/> | University Course Leader/ Year Head / PPL Lead | <input type="checkbox"/> |
| Professional Placement Tutor (PPT) | <input type="checkbox"/> | Other (please specify) | <input type="checkbox"/> |

NATURE OF PROBLEM (s):

- | | | | |
|---|--------------------------|--|--------------------------|
| Poor interaction with peers/colleagues | <input type="checkbox"/> | Poor professional qualities (see Prof Standards) | <input type="checkbox"/> |
| Poor subject knowledge | <input type="checkbox"/> | Poor planning | <input type="checkbox"/> |
| Poor relationships/engagement with pupils | <input type="checkbox"/> | Poor classroom management | <input type="checkbox"/> |
| Other (please specify below) | <input type="checkbox"/> | Lack of punctuality/poor attendance | <input type="checkbox"/> |
| Poor Engagement with course/ attitude | <input type="checkbox"/> | Other | <input type="checkbox"/> |

Comments Please amplify items identified on the checklist

Signature: Position: Date:

Section B: Targets for Notice to Improve

Name of Trainee:	ID Number:	Date:
Those present:	Position held:	Venue:

Teachers Standards	Initial SMART Targets (Specific, Measurable, Achievable, Realistic, Time related)	Support / monitoring provided from school / LHM to meet targets	Target Date to be completed	Progress and Evidence considered (noted by the school or LHM)
	Target 1			
	Target 2			
	Target 3			

Progress made, Notice to Improve withdrawn		Failed Placement, with resit opportunity considered at exam board
Further progress required additional cycle of targets set below		Break in studies/medical suspension etc.

Section C: Additional Cycle of Target Setting

Name of Trainee:	ID Number:	Date:
Those present:	Position held:	Venue:

Comments:

Teachers Standards	Initial SMART Targets (Specific, Measurable, Achievable, Realistic, Time related)	Support / monitoring provided from school / LHU to meet targets	Target Date to be completed	Progress and Evidence considered (noted by the school or LHU)
	Target 1			
	Target 2			
	Target 3			

Progress made, Notice to Improve withdrawn		Failed Placement, with resit opportunity considered at exam board
Further progress required additional cycle of targets set below		Break in studies/medical suspension etc.

Please forward a copy of this proforma to Partnership Administration and Support Email: partnershipoffice@hope.ac.uk Faculty of Education, Liverpool Hope University, Hope Park, Liverpool L16 9JD. Copies to be sent by Partnership Administration and Support to: PLC/PPT/Programme Lead/PPL Lead/Partnership Administration and Support Manager



PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

ITT Professional Conduct Agreement

Part 2 of the Teachers' Standards (DfE: 2012) requires all those awarded Qualified Teacher Status to:

- uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
 - o treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
 - o having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
 - o showing tolerance of and respect for the rights of others;
 - o not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
 - o ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Successfully meeting these standards will require that trainee teachers:

1. Demonstrate very high standards of attendance, punctuality and preparation, both within school and at University, including following procedures for informing staff of any absences;
2. Act in a respectful manner with pupils, school based and University staff, resolving any difficulties in a constructive and professional manner;
3. Are sensitive to social background, ethnicity and religious beliefs when interacting with others and deal appropriately with incidents of intolerance or prejudice when they arise;
4. Adhere to the University and school policies regarding the use of social networking sites and ensure that all professional communication is framed in professional language;
5. Are aware of and adhere to child protection policies including who to contact when issues arise;
6. Uphold the values of the teaching profession; acting with honesty and integrity in the best interests of learners;
7. Work as part of a team and co-operate with other professional colleagues;
8. Are aware of and act in accordance with teachers' statutory professional responsibilities including the requirement to promote equal opportunities and to provide reasonable adjustments for pupils with disabilities, as provided for in current Equalities legislation.

I have read and understood Section 2 of the Teachers' Standards and understand the requirement that I uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school in the ways outlined above. I understand that failure to comply with these requirements may impede the University's recommendation for Qualified Teacher Status (QTS).

Signed

Trainee Name

ID Number

Date

Dear colleague

Re: DBS and Safeguarding Arrangements for Initial Teacher Education (ITE) Students

I am writing to provide an update on Liverpool Hope University's official position regarding DBS and Safeguarding arrangements for students on ITE courses. As we receive a significant number of enquiries from individual schools on this topic, to enable us to manage this situation effectively we request that you use the information supplied in this letter as satisfactory evidence of our procedures. A list of frequently asked questions is attached.

The single central record: trainees on traditional and non-salaried (fee-funded) School Direct routes

Schools are required to have confirmation that trainee teachers have been DBS-checked. However, please note that it is not mandatory for DBS details for non-salaried trainees to be included in the single central record. Confirmation of the DBS check is provided by Liverpool Hope University as part of the email communication from Partnership Administration and Support informing you of a student placed with you. This will confirm the student's DBS certificate number and date of issue of the certificate.

Please note that the University is not able to ask trainees to show their DBS certificate to a school, nor is it good practice for schools to ask to see trainees' DBS certificates; schools simply need confirmation from the University that the DBS check has been done:

'Schools should obtain written confirmation from the training provider that these checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children. There is no requirement for the school to record details of fee-funded trainees on the single central record'. (DfE 2015, no. 79, pp.33-34)

Whilst we appreciate that many schools do wish to see the DBS certificate and whilst we advise our students that this may be the case, this is not in fact required by Ofsted. According to the DBS Code of Practice, any information revealed through the DBS check process should be confidential between recruiter and candidate. The University is responsible for the recruitment decision, as part of which any such information is fully and seriously considered.

Further detail on this process is provided in the attached FAQs, number 3.

Liverpool Hope University Compliance with Ofsted

Liverpool Hope University is compliant with all relevant legal, statutory and regulatory requirements relating to its students carrying out placements as part of their course of study*.

Please note the following key points:

- All teacher training students except for those on salaried School Direct routes are DBS-checked by Liverpool Hope University. Checks for salaried trainees are the responsibility of the employing school.
- All DBS checks are at Enhanced Certificate level and complete prior to registration.
- Students not in receipt of DBS clearance by the start of placement remain unregistered until clearance has been received.
- Schools will be informed of any students for whom we have not received DBS clearance at this stage.
- At the discretion of the Headteacher, students can begin placement pending issue of their DBS certificate.
- The University complies with all DfE; Ofsted and DBS requirements.

I hope that this reassures you that the University has rigorous procedures in place to ensure the safeguarding of children.

Yours sincerely

Sue Cronin
Head of ITE

**As regards ITE students, such guidance comes from the DfE's 'Keeping children safe in education' (September 2016); the NCTL's Initial teacher training criteria supporting advice, March 2016; and the Universities' Council for the Education of Teachers (UCET) & National Association of School-Based Teacher Trainers (NASBTT) Updated guidance, July 2015*

ITE Students, DBS and Safeguarding – Frequently Asked Questions

1. Can we allow a student to start placement pending issue of their DBS certificate?

Yes. Guidance from the DfE states: *'Where a school or college allows an individual to start work in regulated activity before the DBS certificate is available, then they should ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed'*. [DfE 2015, no. 58. p.26]

UCET confirms this position for trainee teachers and states that, *'Trainees can, at the Headteacher's discretion, go into school pending the completion of a criminal records check provided that checks have been made against the DBS Barred Lists and they have been subject to normal recruitment procedures'*. [UCET/NASBTT July 2015]

2. Are all students checked against the relevant Barred Lists as part of the DBS check?

Yes. Liverpool Hope University submits all its student DBS applications to include a check of the Children's Barred List and of the list of people stated under Section 142 of the Education Act 2002 as being unsuitable to work with children (what used to be called 'List 99').

3. Does a student being DBS-cleared by Liverpool Hope University mean that their DBS certificate is 'clear' (shows no criminal record or other information)?

No. A very small number of students may have convictions or other entries on their record. Any such will have been through Liverpool Hope University's established DBS Clearance Procedure, and cleared to commence or continue the course. This means that appropriate staff in the University have approved that student as suitable for a teacher training course: this can involve the submission of additional explanatory information from the student; the taking-up of character references; and in some cases an interview with the University's DBS Clearance Panel, which consists of senior members of staff.

It is important to note that Liverpool Hope University, as the recruiter of the students, is responsible for making the clearance decision and undertaking the risk assessment that is an integral part of this. In doing this, we are bound by the DBS's Code of Practice to act fairly and to make a decision that is as objective as possible, and made only after full communication and discussion with the applicant and seeking supporting information where necessary. It must also be informed by consistency of approach across different cases.

Ofsted does **not** require that a school is aware of any offence(s) that may be on a DBS check; just that the school has evidence that a check has been done and was satisfactory. The University does appreciate however that some schools do have concerns in this area, and that schools are responsible for ensuring the safety of their pupils. We ask that schools please bear in mind that the University does have a well- tested clearance procedure in place, and it should go without saying that we would never accept someone onto an ITE course who was thought to be a potential risk to children or otherwise professionally unsuitable.

The University is committed to partnership working and consults with partnership schools on its DBS clearance procedures. Review meetings are held to discuss relevant issues. Matters concerning this also go annually before our Partnership Steering Committees. School-based members of these committees and lead school senior leaders may have a role in assisting with the consideration of DBS issues so that we can be sure our processes take into account school perspectives.

4. Will we be told in advance about a student having a criminal record, where this is the case for a student due to come to us on placement?

No – this is not permissible. UCET (Universities' Council for the Education of Teachers) sums up the position on this as below:

'It remains an offence under the 1997 Police Act, and a breach of the DBS Code of Practice, for registered bodies such as ITT providers to share copies of DBS certificates, or any information contained in a trainee's disclosure, with third parties such as schools or colleges'. [UCET/NASBTT, July 2015]

The ITE provider's responsibility is to carry out the DBS check at the necessary (Enhanced) level and inform the school when this has been done. Whilst the provider is not obliged to share information relating to the issue date or certificate number of DBS checks with schools, Liverpool Hope University has elected to do so, with the consent of trainees. We cannot, however, share information about the content of DBS certificates in terms of criminal record information. The only exception to this is for School Direct non-salaried trainees where, owing to the shared nature of the recruitment decision, information is passed on with the explicit consent of the trainee.

5. How can we be assured about the robustness of the University's DBS/Safeguarding procedures?

We have very well-established DBS clearance procedures that are informed fully by discussion with partnership colleagues from schools and Local Authorities. The clearance procedure is overseen by senior University staff.

Our DBS Policy and Procedure can be viewed as part of our admissions policy at:

<http://www.hope.ac.uk/undergraduate/howtoapply/recruitmentandadmissionspolicy/>

6. Should we or the local authority ever need to do our own check?

No. All the guidance makes clear that the ITE provider is responsible for the DBS check.

'Where trainee teachers are fee-funded it is the responsibility of the initial teacher training provider to carry out the necessary checks.' [DfE September 2016]

This applies whether the student is on placement within the same local authority as the ITE provider that requested the check, or outside it.

There is no official requirement to support the position that a local authority should demand its own check: *'Further checks should not be made by providers, schools or colleges if they have received notification from the responsible organisation that a satisfactory enhanced check has been obtained.'* [UCET/NASBTT, July 2015]

7. How old can the student's DBS check be?

This will vary according to the particular programme and year of study of the student. DBS checks are obtained by Liverpool Hope University prior to course start or as soon as practically possible after admission, and not repeated unless the student takes time out from their course or a new issue arises. For instance, a student on a one year PGCE will have a DBS check that is relatively recently dated, but a student completing the final year of a four year undergraduate course will have a DBS/CRB check dated around four years ago.

This is still an acceptable check, and students are required to inform the University of any incidents that occur during their course of study.

DBS checks have no formal period of validity and as such cannot expire. They can only ever be a 'snapshot in time'; a basis on which to make a recruitment decision, and should not be used as a substitute for robust overall recruitment practices and the need for student teachers to be appropriately supervised.

In practice, they are deemed valid for as long as that employer/recruiter deems them valid, according to their individual policy. Contrary to popular belief, there is no statutory requirement to repeat a DBS check after three years. In the case of ITE students, the University is the recruiter, and we base our policy on UCET's guidance, which states that:

'Additional checks are not required during the course of programmes, including those lasting for more than three years. Requests for repeat disclosures should be refused unless there is cause for concern'. [UCET/ NASBTT, July 2015]

8. In cases where a student has a CRB check and not a DBS check are further checks necessary?

No. In 2012 the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA) were absorbed into the Disclosure and Barring Service meaning that, although the terminology 'CRB Check' is now defunct the Criminal Records Bureau clearance is still a criminal records check, and can be referred to as such. However further changes introduced in 2013 to the filtering of minor and older convictions may mean that an older style CRB would in effect, have been subject to a greater level of check because convictions would not have been filtered.

9. In cases where the student has lost their copy of the DBS certificate but school policy is that we need to see it, can't the student get a copy from the university or the DBS?

No – neither of these is possible. The Registered Body that requested a DBS check no longer receives a copy of DBS certificates: we receive an electronic record of the DBS result and retain only a summary of the key detail on the student database. The DBS will not issue copy certificates.

10. Should we retain the student's DBS certificate or a photocopy of it?

No. Retention of more information than the DBS certificate number and date of issue (which will be provided in the Partnership Administration and Support office email) is unnecessary and is not good practice, as the handling of DBS information is closely prescribed by the DBS Code of Practice. Schools should not be retaining paperwork which, for some students, will contain highly confidential information, possibly for months after that student has left that placement.

Under no circumstances should a school retain the trainee's original DBS certificate as this is their property; they have paid for this check; and they cannot obtain a copy certificate.

11. Is the University carrying out checks of its trainees against the list of those prohibited from teaching?

Yes – we have acted on the new 2015 requirement to check that trainees are not subject to a prohibition order issued by the Secretary of State, for all current trainees.

12. What about the Childcare Disqualification Requirements?

Students on all ITE programmes have been asked to declare whether they might be covered by the Childcare (Disqualification) Regulations 2009, or whether they might be disqualified 'by association' due to the circumstances of someone in their household.

13. Are there any other types of information we need to request from the university?

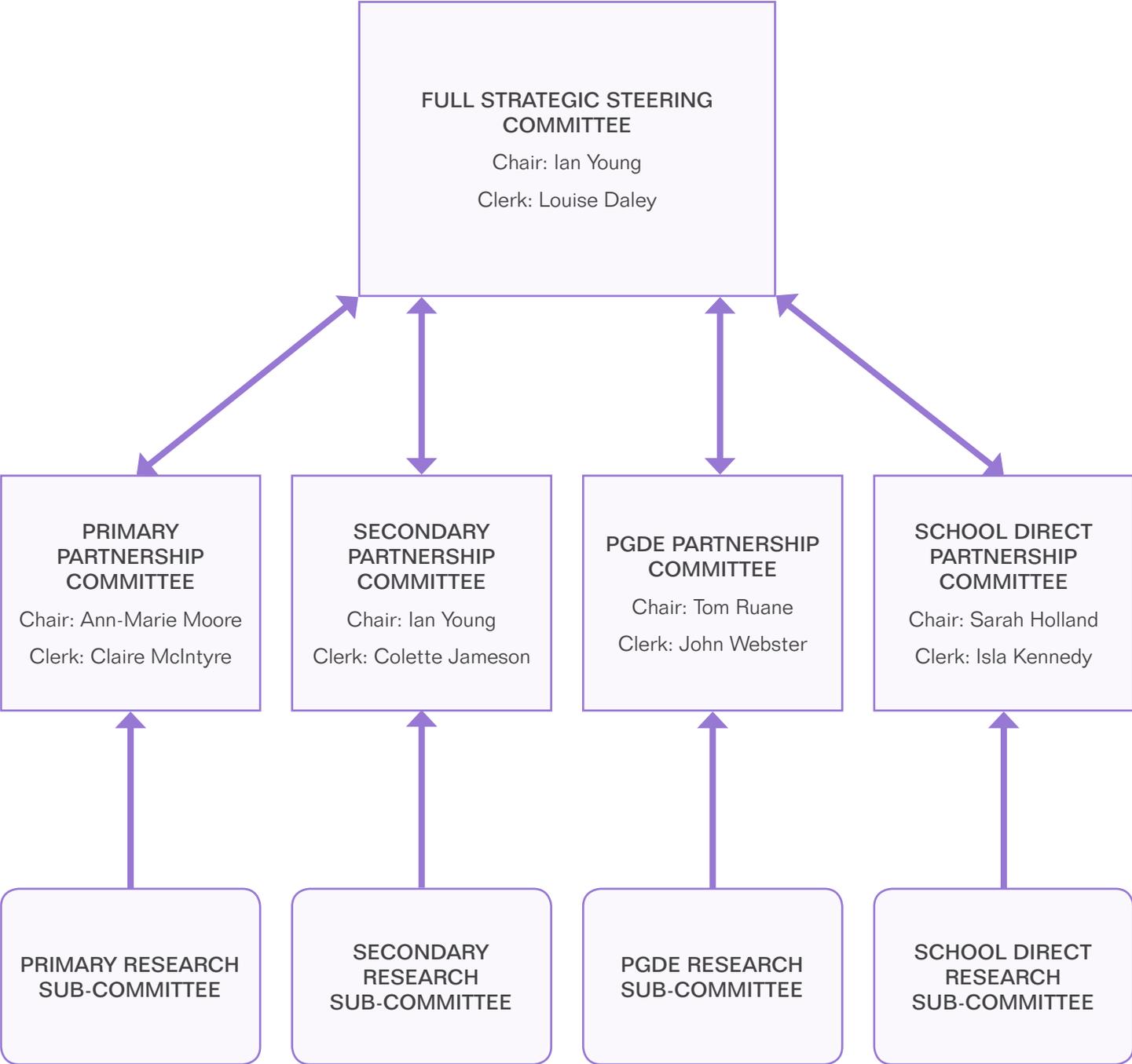
No. Some schools in the past have asked about a variety of checks, including qualifications and right to work in the UK.

Ofsted does not require schools to have this information for ITE students, as this is the responsibility of the ITE provider.

14. What are the procedures for students who have spent time overseas?

All non-UK students are DBS-checked, as well as providing a 'Certificate of Good Conduct' or equivalent police clearance from their home country. UK students who have spent significant amounts of time outside the UK are also asked to obtain a 'Certificate of Good Conduct' or equivalent.

School Of Teacher Education Committee Structure





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Commitment to the Principles in the Handbook

We have read, understood and accept the Liverpool Hope University ITE Partnership Handbook and we are committed to delivering the principles within it.

Name of School:

.....
.....

Signed (Head Teacher):

Date:

Please note that whilst we would really appreciate it if you could sign and return this to Partnership Administration and Support, School of Teacher Education, EDEN Building, Hope Park, Liverpool L16 9JD.

If it is not returned but you proceed to take students on placement then it will be deemed that you accept the principles set out in this handbook.

Signed (Pro Vice-Chancellor Academic and Dean of faculty of Education, Liverpool Hope University):

.....

Date:



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STANDING OUT

The Liverpool Hope University **Partnership**