

MANCHESTER
1824



**The University of Manchester
Manchester Institute of Education**

Primary PGCE

Partnership Agreement

THIS PARTNERSHIP AGREEMENT* is made BETWEEN:

THE UNIVERSITY OF MANCHESTER (a Royal Charter corporation registered under number RC 000797, an exempt charity) of Oxford Road, Manchester M13 9PL, United Kingdom ("the University"); and

_____ (NAME AND ROLE)___ whose [registered office]
[principal place of business] is at

_____ (SCHOOL NAME)___ ("the School Partner");

Each also a Party or together Parties.

WHEREAS:

A The Partner and the University agree to work in partnership to provide a range of education, training and practical teaching experiences to support graduate trainees in achieving the award of Qualified Teacher Status and becoming effective and committed members of the teaching profession.

B The aim of the partnership is to develop teachers of the highest calibre, by supporting them through guided professional experience, informed by reflective practice and recent and relevant research. It seeks to foster an attitude towards learning that promotes high expectations and values diversity and respect for all social and cultural backgrounds.

C The University acting through The Head of ITE in the Manchester Institute of Education has the expertise to conduct the academic teaching and assessment of the trainees.

D The Partners have the expertise to conduct the on-site training and assessment of the trainees at their own premises.

E The Partners and the University wish to define the basis on which they conduct the training.

***FOR FULL LEGAL TERMS AND CONDITIONS PLEASE REFER TO 'SCHEDULE TWO' OF THIS DOCUMENT**

SIGNED on behalf of THE UNIVERSITY OF MANCHESTER

Name: _____ Position: _____

Signature: _____

SIGNED on behalf of _____ School_____ (School Partner)

Name: _____ Position: _____

Signature: _____

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PARTNERSHIP AGREEMENT INTRODUCTION

I would like to extend a very warm welcome to you as a partner of The University of Manchester. The purpose of this partnership agreement is to set out the roles, responsibilities, expectations and leadership and management structures in relation to the Initial Teaching Training (ITE) Partnership between the University of Manchester and its school partners. This agreement should be read alongside the Trainee and School Risk Protocol Handbook, QA Handbook and Safeguarding Handbook.

The requirements for the provision of initial teacher training specify what providers of ITE must do (see link below). They have legal standing and are signed by the Secretary of State. The University of Manchester is the single accredited provider and is responsible for ensuring that robust governance arrangements are put in place and exercised effectively. As the accredited provider, the university is accountable for the whole ITE programme including its curriculum, finance, quality of provision and compliance with ITE criteria. By this agreement, partner organisations can contribute their expertise - such as knowledge of subjects, phases, and local networks - to ensure our strong collaboration in the delivery of quality ITE provision.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181568/Initial_teacher_training_criteria_and_supporting_advice_2024_to_2025.pdf

According to these revised criteria, the following are the key responsibilities in an ITE partnership from Sept 2024:

- **The accredited ITE provider*** will have been awarded accreditation during Stage 1 and has full and final accountability for all aspects of training design, delivery, and quality across the partnership.
- **Lead partner(s)**** will have an operational or strategic role with responsibilities such as trainee recruitment, delivering training, involvement in curriculum design, supplying lead mentors, or running Intensive Training and Practice.
- **Placement schools** will provide placements and general mentors

(Box 1, p5).

**This is The University of Manchester (Initial Teacher Education)*

***We have developed the Lead Partner role in terms of our [Lead Programme Partners](#) (previously School Direct).*

The University of Manchester Primary PGCE consistently aim for each cohort of trainees to be the best teachers possible, with the provision of a training programme that responds to the needs of a continually evolving education system. Our partnership incorporates and utilises the extensive diversity of more than 150 schools across Greater Manchester and beyond. We consistently achieve high-quality trainee outcomes which are further validated by many of our training partners becoming employers of our Early Career Teachers (ECTs). We believe that effective partnerships are rooted in a shared vision and genuine collaboration for the benefit of both the trainee and the many pupils whose lives they will influence during their career. Our vision for our PGCE course and partnership is:

“Empowering future generations”

We are delighted that you wish to be part of this exciting and innovative partnership and look forward to working with you to train future generations of teachers.

Liz Birchinall and Rebecca Phillips, Primary PGCE Directors, University of Manchester

What do stakeholders say about the University of Manchester Primary PGCE?

“We continue to work in partnership with The University of Manchester PGCE course because of the high-quality training it provides – not only for trainees but also for school mentors. There are excellent opportunities for professional development and for keeping abreast of the latest developments and initiatives in education. As a partnership school, we are well supported by university tutors, who work to build positive rapport with their counterparts in schools, ensuring consistency, clarity and high-quality provision throughout the course.”

Headteacher at Hursthead Junior School

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"We have always been very impressed not only with the incredibly high calibre of the trainees but also the support both the school and the trainees receive from the University. In a large and growing primary school we have now employed 8 full time teachers from the University, who were either trainees at our school or who came highly recommended by our contacts at the university. These teachers are growing into the middle leaders of tomorrow and have been outstanding practitioners. The reciprocal relationship between *Oak Tree* primary School and the University of Manchester is highly valued by us all"e." **Headteacher at Oak Tree Primary School**

"It's been quite an incredible year! I feel I'm a teacher now. I have progressed so much in such a short amount of time. The support of my tutors and mentors throughout the thorough course meant that I am more than ready to move into my ECT year." **Former trainee**

"The system at the university is amazing because you have your tutor group to support you whenever you need it as well as great school mentors. It's been a really great experience. I'm glad I've done it because I've now got a job and it all feels worthwhile." **Former trainee**

"It is clear that the PGCE at the University of Manchester is an excellent course. It must be emphasised that there are so many strengths apparent across this course that should be celebrated. To summarise, these include:

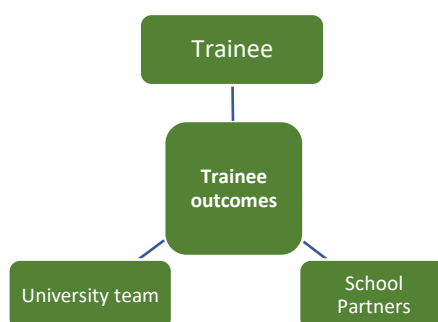
- Exemplary leadership from course leaders;
- Expert course tutors who inspire and enthuse students;
- An inspirational commitment to social justice and education as a tool for social mobility;
- An effectively sequenced and ambitious ITE curriculum which empowers trainees to build their knowledge, skills and understanding as teachers progressively over time;
- An excellent focus on developing reflective practitioners;
- High standards of written work, deeply rooted in educational theories and strongly linked to professional practice;
- The structure and guidance provided for the assignments is excellent and supports the trainees totally in what is expected and required;
- The links made between the Faculty-centered teaching and practical application in schools has ensured students are prepared to teach and understand the importance of a principled approach.
- A truly collaborative partnership committed to improving outcomes for all children"

External Examiner

THE AIMS OF THE PARTNERSHIP

The PGCE Primary Programme at the University of Manchester attracts many very able trainees. Its prime purpose is to guide and nurture these individuals in developing into excellent, highly reflective primary teachers and provide for them the range of experiences necessary to support them in achieving this ambition.

The Primary PGCE considers all stakeholders as fundamental contributors to the successful outcomes of our trainees. The university tutors are all highly experienced expert primary practitioners and provide excellent support for academic work and trainee personal development. Expert school mentors provide advice and guidance, alongside tutor support, whilst trainees are on placement. The development of an ethos of team working and best practice sharing amongst the trainees themselves also provides a further support network for trainees throughout the course. Our partners play a significant role in the recruiting, training, assessing and support of the final outcomes of our trainee teachers, therefore demonstrating the importance of a robust and clear partnership agreement.



The aims of this programme are to:

1. Develop competent and confident professionals who learn from high quality, relevant research, expert input and through experiencing the application of theory in practice,
2. Develop competent professionals who learn from quality feedback from expert mentors and other opportunities to build upon and develop their professional knowledge
3. Develop epistemic agents, who act as independent thinkers, able to learn to search for theories and research that can underpin, challenge or illuminate their practice.
4. Develop professionals who learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions during their practice.
5. Develop responsible professionals who embody high standards of professional ethics, and act with integrity, recognising the social responsibilities of education and working towards a socially just and sustainable world.
6. Develop trainees' critical understanding of planning design and theories of teaching, learning and assessment and how they can be applied in their subject/phase
7. Develop participants' subject-specific and/or phase knowledge, skills and understanding
8. Develop students' skills in conducting an ethical, small-scale practitioner enquiry and to share the approaches and outcomes.
9. Enable students to critically reflect on contemporary issues in education
10. Develop students' knowledge of inclusive practice
11. Develop students' critical awareness of potential barriers to learning and how to overcome them through inclusive practice
12. To provide opportunities for students to achieve all the standards for the award of QTS, by progressing through the UoM Primary Partnership Curriculum.

SAFEGUARDING OF CHILDREN AND YOUNG PEOPLE

The Primary PGCE teams consider the issue of 'Safeguarding' to be a fundamental component of the Programme. The University of Manchester is responsible for ensuring that safeguarding processes are in place prior to the trainee beginning the programme. All our current practices are compliant with the DfE and all other applicable regulations for entry into initial teacher training, and all of our trainees have been rigorously assessed and are, as far as can be determined, suitable to start their placement (Refer to the UoM Safeguarding Handbook for more details).

We take our role in the safeguarding of our trainees, including the children they teach in our partnership schools, very seriously. Upon successful interview and having been made an offer to start the course, trainees receive detailed information about next steps and associated conditions. Trainees are required to complete checks and submit a number of documents to register for the programme and to allow them to commence school placements. As non-salaried students, under the safeguarding processes of the university, trainees are not required to undergo any further DBS checks by partner schools.

We expect trainees to have met all the conditions of their offer within 40 working days of confirmation of the offer, or by the end of August, whichever is earlier. However, if offer holders do not meet this deadline it can result in delayed starts; delays in receiving bursaries or in some cases withdrawal from the programme. Any trainee with any outstanding conditions will be subject to a safeguarding panel who will decide and share with the trainee the required actions and, if necessary, inform any school that is/was due to host that particular trainee. Trainees are issued with a letter from the University to share with partner schools to confirm their safeguarding check status. They are also expected to have their student identification cards, or another form of photographic identification, with them when in school settings.

The following shows an overview of the checks completed prior to full registration on the PGCE course following acceptance of the offer and outlined terms and conditions via DfE Apply.

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Academic

- In person photo ID check of identity at The University of Manchester
- In person check academic qualifications that form part of the course offer (eg GCSE, A levels, BTech and degree certificates)

Safeguarding

- The University of Manchester online suitability survey
- DBS check (including list 99 check if any issue with DBS)
- Prohibition list check
- General Teaching Council England list check
- Overseas Police check if the trainee has **lived outside of the UK for more than 6 months within the last 5 years or are a non-UK national** –
(<https://www.gov.uk/government/publications/criminal-records-checks-for-overseas-applicants>)

Fitness to train

- Confidential medical questionnaire completed and returned to Student Occupational Health

Safeguarding children

The issue of safeguarding children is considered from the following perspectives:

- Ensuring children are protected
- Ensuring children are empowered to protect themselves

The University of Manchester is committed to safeguarding and promoting the welfare and safety of children by:

- Adhering to University procedures to recruit staff and select students
- Carrying out appropriate DBS checks as necessary
- Ensuring that trainees understand the importance of safeguarding and are aware of the impact that their online presence may have. Trainees must read and understand Keeping Children Safe in Education, and their placement schools' staff codes of conduct and safeguarding / child protection policies.
- Providing information to all interested parties regarding The University of Manchester child protection policy and procedures for working with children (<https://www.staffnet.manchester.ac.uk/compliance-and-risk/safeguarding/>)
- Providing information to teachers, group leaders, service providers and any other interested parties on The University of Manchester's expectations regarding child protection responsibilities when visiting the University and when our staff and students are involved in activities on premises external to the University
- Ensuring that trainees all have safeguarding training prior to school experience

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- Setting clear expectations that during induction to a school setting that a trainee will be situated in that safeguarding processes and policies are explicitly shared with trainees
- Ensuring that trainees know what to do if a child tells them they are being abused or neglected. This includes understanding they should never promise a child that they will not tell anyone else about a report of abuse, as this is unlikely to be in the best interests of the child; who to report to, and what to report.
- Working closely with other organisations to safeguard children
- Providing policies and procedures for dealing with allegations of abuse

Safeguarding Trainees

The University of Manchester is committed to safeguarding and promoting the welfare and safety of trainees by:

- Providing up-to-date and appropriate safeguarding and child protection training (including online safety training) including the responsibilities on all staff, including trainees
- Setting clear expectations for school partners that they provide clear and up-to-date guidance and access to relevant school policies and procedures at induction
- Supporting trainees to manage their workload effectively, and guiding partner schools and mentors to support trainees towards achieving an effective, healthy and balanced approach to work, by for example sharing of resources for use and adaptation
- Setting clear expectations that school partners monitor the trainee's attendance, behaviour and attitudes, and alert university staff as soon as possible should there be concerns about a trainee's mental health or wellbeing.
- Setting clear expectations that trainees be proactive in seeking support from their university tutor and mentor, should a mental health or well-being issue become a cause for concern

DBS

All entrants to ITE programmes must by law be checked against the DBS barred list, the list of people prohibited from teaching and be subject to criminal record checks. DBS certificates will be issued to individual applicants and not to providers. The University has a responsibility to ensure that entrants have been subject to DBS checks. The University (as the accredited provider) is responsible for ensuring that checks have been completed, by requesting sight of the original DBS certificate and keeping a record of the fact that it has been seen. The University will confirm to schools that checks have been made, with a personalized letter carried by the trainee, which will include the relevant DBS number. The university is not permitted to share the DBS certificate with schools, but schools may ask to see these certificates and record this fact in their central record, although they are not required to do so. It is the responsibility of the trainee to decide whether to provide this. It is the responsibility of the university (as the ITE provider) and not the responsibility of individual partnership schools to ensure that all vetting and suitability checks are carried out on trainees.

Trainees also undergo a prohibition order check, including against lists of teachers and others prohibited from the profession, teachers who have failed induction or probation, and teachers who have been sanctioned by the General Teaching Council for England. This is separate to the DBS check, as people can be prohibited from teaching for actions or behaviours that would not necessarily lead to them being included on the DBS barred list.

Teachers from overseas and those who have lived or worked overseas

Trainees from overseas are subject to criminal record checks, including a check of the children's barred list. Checks are also made that candidates are not subject to a prohibition order issued by the Secretary of State, as described above. and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the Teacher Services System - <https://teacherservices.education.gov.uk> In addition, overseas police checks (OPCs), or certificates of good conduct are obtained for anyone who has lived or worked overseas (including in EU countries) as adults for three months or more in the last 5-7 years.

Regulations and guidance

Our recruitment processes adhere rigorously to the latest regulations and guidance including the DfE guidance 'Keeping Children Safe In Education KCSIE' (2023), 'Safeguarding Children and Safer Recruitment in Education'

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(2012 revised version) the Childcare (Disqualification) regulations (2009) and the DfE's more specific Suitability Requirements for all ITE providers (ITT Criteria Supporting Advice). In accordance with all requirements, including those from OfSTED, schools need not request access to DBS Certificates, although they are entitled to do so. When placing a trainee, the university will confirm with the school that all relevant checks, including a DBS Enhanced Disclosure and a check of the children's barred list, have been cleared.

DBS Disclosures

The University of Manchester is responsible for checking DBS disclosure before trainees start on the PGCE programme. From time to time criminal activity is reported as part of the DBS check. The PGCE administrator will inform the Programme Director and applicant that a procedure is being followed. This procedure involves the convening of the ITE Suitability Committee. The task of the committee is to decide whether the detail forwarded by the applicant meets the suitability to teach requirements and whether the committee members would consider the applicant employable in their school. The suitability committee members are senior university staff and representative head teachers from the partnership.

The University takes into account current legislation procedures and guidance in the operation of the committee. During their training, trainees must declare anything that might deem them unsuitable to teach, including any conviction or Disqualification by Association. <http://www.staffnet.manchester.ac.uk/compliance-and-risk/safeguarding/>

ITE tutors and DBS

ITE tutors who visit trainees in schools or colleges will not in most cases require DBS certificates. However, the University does carry out these checks, as schools may still expect them to be checked. <http://www.staffnet.manchester.ac.uk/compliance-and-risk/safeguarding/>

Fitness to train to teach

Trainee teachers are required to demonstrate high standards of conduct and behaviour and must be physically and mentally fit to undertake the demands of their profession. Trainee teachers will meet school staff, pupils, parents and carers during the teaching practice element of their study and must ensure the safeguarding of themselves and these stakeholders during their training. Trainee teachers are expected to comply with statutory Teachers' Standards. The University has a duty to ensure that trainee teachers are fit to practise and has established a procedure for identifying, managing and supporting students whose professionalism or fitness to practise is a cause for concern (the MIE Professional Suitability Panel). The University is sensitive to its responsibility in providing training that meets the individual needs of its trainees. Some trainees will declare their individual needs prior to the start of the course and others are identified during training.

If a trainee has a health condition or disabilities that may require specific adaptations or support at university or on their school placements, they must make a professional judgement about whether to inform the programmes so that any necessary risk assessment and subsequent support can be put in place. In case of doubt, trainees are strongly encouraged to do so. Sharing this information with the university and school means that staff can support the trainee more effectively. The trainee will also likely be referred to DASS (Disability, Advisory and Support Service) if they have not already done so. They may also be required to attend an occupational health appointment to ensure that they are fit to train to teach.

The University of Manchester Fitness to Practise procedures

In most cases, health conditions and disabilities do not affect a trainee teacher's fitness to practise. People with disabilities or chronic illnesses may have the capacity to train to teach, just as those without disabilities or medical conditions may be unsuitable to train to teach.

The School is committed to making adjustments, and supporting partner schools and colleges to do so, wherever possible, to enable students to fulfil the competence standards of their course and enable them to study and work safely whilst on placements.

Pre-programme: Health and Physical Capacity to practice

The University recognises its responsibility that all PGCE applicants are fit to train to teach and hence an offer of acceptance on to the teacher training programme is conditional upon the applicant being deemed fit to train to teach. Trainees are screened and cleared as 'fit to train to teach' by the university's Occupational Health Service on entry to the programme, assessed against best-practice sector guidance ([HEOPS, 2014](#)).

Students are strongly encouraged to proactively engage with the Disability Advisory and Support Service (DASS), prior to their arrival. DASS will work with trainees to coproduce an individual support plan outlining adjustments whilst studying and on placement (where applicable). DASS will also work with MIE to determine any appropriate placement adjustments are included in the plan to ensure that the professional standards of the programme are met. If agreed by the trainee, which is the norm, placement schools will receive the plan and share this with staff who have a need to know in the course of their work, as per the [DASS Data Collection Notice](#).

On-programme: Fitness to practice and professional behaviour

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The PGCE Partnership comprising the university and its partnership schools is committed to ensuring that individual needs are met during the teaching placement as part of the University's [equality policy](#). Trainees are encouraged to make their individual needs known to the placement staff, or permit university tutors to do so, so that support can be facilitated. Where appropriate, the DASS Office will inform the school of any specific adjustments needed on the teaching placement for disabled trainees. If particular needs or disabilities come to light within a partner school or college, partners are asked to seek permission from the trainee to communicate this to the university tutor concerned, who will then liaise appropriately within the university system <http://www.dso.manchester.ac.uk/>.

Trainees are expected to inform the university immediately if their health worsens during training and they feel that this may impact on their fitness to train to teach. If any concerns arise during training over a trainee's fitness to practice, the university is required to investigate and address the issue.

Storage of medication is an example scenario in which a student may need to share information with their placement provider/programme. This may include the following, but is not exhaustive:

- insulin syringe for diabetes
- epi-pen syringe for allergies
- medication for epilepsy etc

The trainee has a professional responsibility to inform the programme so that necessary risk assessments can be put in place for the storage, handling and administering of these medicines in school settings where trainees are placed for their teaching practices.

Examples of actions on the risk assessment could include:

- the safe storage of syringes and medications so pupils cannot access them and harm themselves
- Information and guidance for school staff about what to do if a trainee experiences eg. a medical episode due to one of the conditions above and requires the administration of medication
- If support is required to enable a trainee to remain safe eg. in the event of a medical episode.

Sharing this information with the university and school means that the staff in both settings can support the trainee with their individual needs. Staff can also action to safeguard pupils in the class. This disclosure and sharing of such information by the trainee teacher would be considered a necessary professional behaviour in line with the required [DfE Teachers' Standards](#).

Raising concerns about Fitness to Practise

The early identification of concerns relating to professional behaviour or health is key to supporting trainee teachers. PGCE programmes have mechanisms for identifying and addressing low level professionalism issues through their cause for concern processes. Should an issue raise concerns about the trainee's fitness to practise in relation to either professionalism or health, then the student can be referred to an MIE panel for consideration. The MIE panel will independently review the referral and determine the most appropriate action. Concerns can be raised by any member of staff.

The Prevent Duty

From 1 July 2015 all schools, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), to have "due regard to the need to prevent people from being drawn into terrorism". Partnership Schools must have regard to statutory guidance issued under section 29 of the CTSA 2015 ("the Prevent duty guidance").

GDPR Compliance Statement

The General Data Protection Regulations were introduced in May 2018 to ensure fundamental rights are respected with regard to privacy and the use of *personal data*. Personal data is defined as "any information relating to an identified or identifiable natural person" and includes text, photos, voice recordings, emails, mark books and videos. Particular care is needed with *sensitive personal data* related to an individual's race, ethnic origin, politics, religion, trade union membership, genetics, biometrics, health, sex life or sexual orientation.

The partnership has established arrangements for secure and compliant data handling across composite organisations and partnerships, in line with ITT Quality Requirements 5.10. GDPR applies to both the pupils and learners our trainees work with, as well as the trainees themselves. To support individual training needs, key information about trainees is shared across the partnership (e.g. trainee names, training route, individual training needs and professional targets). Such information is shared with partners on a need-to-know basis. Information regarding a trainee's disability, medical conditions or specific learning need is shared with relevant partnership staff based on the recommendations of Disability Advice and Support Service (DASS).

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University and school staff are required to delete information about trainees within two years of the trainee completing or leaving the programme.

To support trainees to follow the terms of GDPR, schools/settings are asked to share GDPR policies and practices with trainees as part of their induction and identify a member of staff to respond to trainees' questions and concerns. Trainees should take the time to familiarise themselves with their school/setting's GDPR policies and practices. They should raise questions and concerns around the use of data and information to their mentors and named contacts immediately.

Safeguarding Officer

Any serious safeguarding issues or concerns should be raised with our Academic Lead for Safeguarding – contact the Head of ITE, Andrew Howes andrew.j.howes@manchester.ac.uk

PROMOTION OF EQUALITY OF OPPORTUNITY

Anti-racism Policy Statement

The University of Manchester is committed to anti-racism: to eliminating unlawful racial discrimination, promoting race equality and promoting good relations between people of different racial groups. The ITE programme at the University of Manchester benefits greatly from the diversity of students and staff at the University and in local communities. It is recognised that a commitment to anti-racism supports the mission of The University of Manchester, *'the pursuit of excellence through the advancement of research, scholarship, teaching and learning'*, through the development of a culture which genuinely values diversity and actively promotes transparency in all its functions, with the aim of building race equality into all our activities. Our intention is to create an environment which:

- Supports all students and staff in their work and study, where race, ethnicity, religion or nationality, pose no additional barriers;
- Supports freedom of religious faith, practice and belief, whilst expecting people of all faiths to respect others;
- Encourages confidence in those considering teacher education as a route into a profession which takes anti-racism seriously
- Engages with, develops and maintains strong links with local communities, making full use of the skills and different perspectives.

Equality and Diversity Policy

The University of Manchester aims to create a culture of diversity within its community providing a dynamic working and learning environment, where all members are valued for their contribution. The policy can be accessed via the following link: <http://documents.manchester.ac.uk/display.aspx?DocID=8361>.

The University's aim is to promote equality of opportunity for all through the following objectives:

- Mainstreaming equality into the University's strategic and planning agenda
- Complying with its legal obligations
- Having an effective data monitoring and analysis process that supports this policy;
- Systematically assessing the impact on equality of our policies, procedures and practices at the University
- Involving staff, students and other stakeholders in the development and delivery of our equality objectives
- Ensuring that managers and staff undergo appropriate equality training and development for this role
- Promoting equality and diversity through internal and external communications
- Ensuring that both existing staff and students, as well as those who seek to apply to work or study with us, are treated fairly and that individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
- Ensuring that staff, students and their unions' representatives are provided with appropriate forums e.g. the University Equality and Diversity Forum and staff network groups, to discuss equality and diversity issues and raise any concerns
- Ensuring that all contractors and service providers operating on behalf of the University are aware of this

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policy and expected to adhere to it.

Dignity at work and study

The University of Manchester is committed to creating a learning environment free of harassment, discrimination, victimisation and bullying, where everyone is treated with dignity and respect. The School of Environment, Education and Development will not tolerate bullying, harassment, discrimination or victimisation of any kind, either towards students and staff, or between them. Allegations of bullying, discrimination and harassment will be investigated and, if appropriate, disciplinary action will be taken.

More information can be found at:

<http://www.staffnet.manchester.ac.uk/equality-and-diversity/policies-and-guidance/dignity-at-work-and-study/>.

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CONTENT AND DELIVERY OF THE ITE PROGRAMME

The Primary PGCE curriculum consists of two key components: the taught course and school placements. These elements are organised to ensure that our University ITE Primary Curriculum is delivered and applied in a clear and systematic way to maximise trainee progress and development. It is sequenced and planned to ensure the minimum requirements as outlined in the ITE Core Content Framework (DfE, 2019) and the ITE Quality Criteria 2024 are met and exceeded by the end of the programme.

General programme structure

Induction week	1 wk	campus	Academic assignments
ITT curriculum taught course and ITAP	7 wks	campus/school	
Long-block placement 1	10 wks	primary school	
ITT curriculum taught course	2 wks	campus	
Short placement A	2 wks	primary school	
ITT curriculum taught course	2 wks	campus	
Short placement B	2 wks	primary school	
ITT curriculum taught course	2 wks	campus	
Long-block placement 2- opposite KS	11 wks	primary school	

The **taught course** component ensures that trainees meet the CCF (DfE, 2019) requirements and other content that we deem essential within our programme and to support trainees training in the Greater Manchester area demographic. It offers training in all National Curriculum primary subjects as well as a broad spectrum of 'professional studies' topics relating to the wider roles and responsibilities of teachers. Innovative teaching approaches are utilised to deliver our taught course curriculum elements, including a wide range of school-based learning experiences, such as live online lessons and school centred intensive training and practice days. We draw on school partners as a valued part of our taught course curriculum delivery including, the tailored use of subject experts, current partner practitioners and other expertise from within the partnership in the design, leadership and deliver of subject days on campus.

The **school placement** component ensures that trainees continue to meet and develop the requirements of the CCF. It also ensures that the DfE criteria in relation to the minimum 120 days to be spent training in schools, within a minimum of two schools, is also met. School placement expectations ensure that trainees are fully prepared to teach across the 5-11 age range of the primary PGCE programme qualification by the end of the programme. Each main long-block placement will take place in opposite key stages. The shorter school placements allows trainees will engage in more experiential classroom activities to further develop their professional knowledge, understanding and pedagogy in relation to the CCF. Additionally, there are opportunities for the trainees to develop an understanding of the progression before and after the designated 5-11 age range through enhanced experiences within the Primary programme. In this way, all trainees experience teaching in different contexts (age, demographics of pupils, attainment levels in the school, school context all being key differences, in line with the ITE Quality Requirements 5.8).

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Quality Framework (Curriculum and Assessment of trainees)

The quality framework specifies the various components of the PGCE Primary Programme and how these components fit into the overall curriculum and assessment of trainees. These are listed according to the normal chronology of the programme and demonstrate how the components of the curriculum are sequenced and applied throughout the programme.

Abbreviations relating to programme terminology:

TP	Trainee portfolio	SE1	School experience 1 (semester 1/ autumn term)
PT/LM	Professional tutor / Lead mentor	SE2	School experience 2 (semester 2 / summer term)
ISBL	Initial school-based learning placement	ITAP	Intensive training and practice

SEMESTER 1: Skills, knowledge and understanding

Introduction to the profession	Establishing the foundations	Developing skills
● being professional ● purposes of education ● the importance of subjects ● safeguarding and statutory frameworks ● managing workload ● organisation ● professional communication	● behaviour for learning ● theories of learning ● planning for learning ● plan-teach-assess and review cycle ● equality, diversity and inclusion ● understanding the importance of strong subject knowledge ● questioning skills ● teaching strategies ● assessing needs ● developing subject knowledge and pedagogy	● school induction, policies and practices ● observing teaching, learning & behaviour management ● teaching small groups/short episodes ● planning and teaching sequences of lessons under the direction of the teachers ● adaptive teaching ● mentor feedback & target setting ● understanding the wider role of the teacher ● use of research evidence and methods

component	purpose	consolidation and evidence of learning	application and usage
Professionalism	Upholding the professional values and behaviours associated with being a teacher in accordance with the Teachers' Standards part 2, UoM curriculum strand E, and CCF8; maintaining high levels of of professionalism and mutual respect, including professional communication, at all times.	Lecture consolidated by tutorial discussions and activities. Learning and reflection noted by the trainee in Trainee Portfolio (TP) and reviewed by Professional Tutor (PT).	Develop skills as a professional in the context of teaching; build relationships with other professionals, pupils and parents/carers in different school contexts. Trainees demonstrate in their practice: being a professional; managing workload, professional communication. Professional learning is applied in SE1 through weekly focus 1.1: school systems and teacher identity and 1.7a wider school life.

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Safeguarding	Consolidating trainees' knowledge and awareness of responsibilities in relation to safeguarding in the context of primary schools, including knowledge of statutory frameworks -e.g. KCSIE. Briefing mentors; preparing trainees for working with children on school placement.	Certification: Hays online SG module 'Safeguarding and Child Protection level 2' and online FGM training. PT follows up in tutorials to ensure trainees are well-prepared and knowledgeable about their responsibilities and expected behaviours on placement before starting SE placements. Learning and reflection noted by the trainee in TP and reviewed by PT.	Safeguarding lecture is followed up with a Hays Education online training module and the Home Office online FGM training unit. Addressed in mentor briefing/training and applied in SE1 focus area 1.1 and appendix 1.1a.
School and community contexts of Greater Manchester	Understanding that the pupils and their development, life experiences and prior knowledge are at the centre of the education process; understanding the purposes, challenges and strengths of primary education in the context of teaching in schools in Greater Manchester; understanding the impact of poverty on children and families and the role of teachers and schools situated in under-resourced contexts; introduction to equality, diversity and inclusion in relation to schools in Greater Manchester.	Lecture led by local head teacher; trainee independent research into school and community contexts; peer-to-peer learning through trainee presentations; trainees receive tutor and peer feedback. Learning and reflection noted by the trainee in TP and reviewed by PT.	Knowledge of school contexts prepares trainees for teaching in all schools in their cluster; prepares trainees for teaching in different school contexts throughout Greater Manchester; enables trainees to identify potential barriers for individual pupils and how to overcome them.
Introduction to how children learn and adaptive teaching	Understanding the content of what they are teaching and how it is learnt by children; creating a supportive environment for learning; organising and managing the classroom to maximise opportunities to learn; exploring learning theories, cognitive science and links to appropriate pedagogies; subject specific examples	Trainees draw from university-based sessions, research and ISBL school experiences to inform enquiry project on how children learn for assignment A. Learning and reflection noted by the trainee in TP and reviewed by PT.	trainees can confidently plan, teach and assess the pupils; trainees demonstrate understanding by planning lessons to build on prior knowledge, avoiding overloading working memory, deconstructing complex material into small steps, recap and revisit concepts to consolidate learning, retrieve information from memory, apply knowledge in different contexts.
Taught course curriculum (national curriculum subjects, RE and	Establishing the importance of subjects and the purpose of the National Curriculum (NC);	Subject knowledge audits inform individual learning needs; consolidation of learning through independent learning	Expansion and application of subject knowledge and pedagogy in practice in SE1; practising questioning skills and teaching strategies for

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professional studies)	learning the essential subject knowledge and pedagogy in maths, English science and in the foundation subjects; developing subject knowledge and pedagogy; learning the plan, teach and review cycle in the context of age-related expectations; understanding the importance of strong subject knowledge; understanding assessment for and of learning. The UoM curriculum document comprehensively provides the detail of each subject of the national curriculum and professional studies.	activities and use of research evidence; Learning and reflection noted by the trainee in TP and reviewed by PT; ideas, principles and themes are covered in a meaningful and cohesive way across subjects and the curriculum.	adaptive teaching; learning from curriculum sessions led by university lecturers and researchers, current expert practitioners and school leaders
Introduction to SEND	Expanding knowledge and awareness of responsibilities in relation to understanding SEND conditions and adapting teaching for children with SEND; learning how to assess individual needs; understanding the role of the SENDCo and the purpose and use of EHCPs.	Lecture covers key components of teacher knowledge and responsibilities in relation to SEND. Trainees complete associated tasks, consolidated in tutorial discussions; Learning and reflection noted by the trainee in TP and reviewed by PT.	Informs trainees' practice in SE1; applied in weekly focus area 1.6. Implementation of a variety of practical approaches and strategies on SE1 to adapt teaching for children with different SEND needs.
Behaviour management; Teaching learning and assessment (TLA) sequence	Introduction to behaviour for learning and planning for learning; understanding the plan, teach, assess and review cycle; understanding adaptive teaching; learning to adapt schemes of work for specific class contexts; defining learning objectives and success criteria; assessing learning;	Lectures consolidated by discussions and activities in tutorials, independent learning and research; lesson plans show developing understanding of the plan, teach, assess-review cycle; reflections on learning and progress noted in TP; PTs and mentors provide feedback on on lesson plans during placement.	Trainees establish teacher presence, effective classroom management/organisation and form good relationships to promote a positive class ethos; trainees plan, teach and evaluate lessons in relation to specific criteria set out in the universal design for learning bookmark; applied in SE1 focus areas 1.2, 1.3, 1.4
Initial school-based learning placement	Establishing the foundations of becoming a teacher; understanding routines, policies and classroom organisation and management; Familiarisation with the day-to-day running of a school classroom;	Observations and learning noted by trainee in TP.	Learning, observing and reflecting on teaching, learning and behaviour management; learning from the practice of expert mentors; teaching small groups/short episodes.

ITAP (pilot)	Providing trainees with opportunities to develop and apply a deep understanding of a foundational aspect of the ITT curriculum through a focused lens; enabling learning in greater depth; establishing strong links between theory and practice; furthering trainees' knowledge through targeted, key learning; practice and immediate feedback from peers and tutors for each of the ITAP themes.	Trainees engage with regular, targeted learning opportunities in relation to a specific focus; learning sequence includes a cycle of introduce, analyse, prepare, enact, reflect. Reflections on professional learning recorded in ITAP log in TP; influences action plan for SE1.	Teaching input and experiences are carefully sequenced across the programme; key learning and feedback is used by the trainee to inform teaching on placement; focused ITAP opportunities are applied in SE1; trainees receive feedback on ITAP focuses.
EDUC 66900 Enquiry Project (assignment A)	Focusing on 'how children learn' and using data generated on ISBL placement; centring around a range of educational perspectives which help trainees to understand how children learn; focuses are: <i>identifying and addressing misconceptions; strengthening memory and recall; eliciting prior knowledge.</i>	20 credit M level assignment submitted to turnitin; written feedback received; trainees receive and address targets; trainees identify impact of their learning from this assignment on their future practice.	Application of research evidence and methods in practice; trainees think through different theoretical viewpoints on how children learn effectively in different subjects; observe and learn how to support children's learning in relation to the assignment focuses; demonstrate professional awareness of how relevant theory can be applied effectively to classroom practice.
School experience placement (SE1)	Providing trainees with sufficient support to understand, apply, practice and embed new approaches whilst working alongside, and being guided by, an expert mentor; progressing from teaching groups to individual lessons to teaching sequences of lessons. Includes school induction, policies and practices and understanding the wider role of the teacher.	Working and collaborating with an expert mentor to plan and teach lessons; planning for and implementing adaptive teaching; use of research evidence and methods in practice; trainee reflects on links between curriculum subject learning and how effectively they have implemented this in practice. Learning and progress recorded in TP weekly log and reviewed by PT; the curriculum strands are referenced across the programme and on placement, so trainees see how the CCF informs our curriculum and, consequently, their teaching.	Application of taught course curriculum in practice through rehearsing, practising, evaluating, analysing, adapting, refining and reflecting on effectiveness of practice; trainee receives feedback from mentor and tutor; trainee makes improvements to their planning, teaching, assessment and understanding of all curriculum strands.

School-based tutorials	Developing trainees as critical and reflective agents who act as independent thinkers; working with theories and research to challenge or illuminate their practice.	Feedback from PT during tutorials. Learning and reflection noted by the trainee in TP and reviewed by PT.	Trainees draw critically and self-critically from a range of evidence to make informed decisions in their practice; consolidating and expanding curriculum learning from taught course into practice; applying evidence from practice and research into practice.
Weekly mentor meeting / weekly focuses	Building curriculum continuity between university taught course content and learning on placement; structured weekly engagement between mentor and trainee prioritising a core 'focus area' of the curriculum each week.	Trainee and mentor discuss and note trainee's progress against each 'focus area' of the curriculum and the previous week's targets. Recorded on weekly feedback sheet.	Targets and actions inform trainee development and help trainee and mentor to track and monitor trainee's progress. Progress towards meeting the requirements of the curriculum is noted via to interim progress reviews and final assessment of teaching on placement.
Lesson observation and feedback	Observing teaching, learning and behaviour management; based on observation of teaching and wider discussion of evidence of development to date.	Mentor weekly feedback from provides summary of observation and provides formative feedback on target areas and/or focus areas; feedback recognises and highlights strengths, feedback informs targets. Tutor visit log records trainee attainment and monitors progress in implementing the curriculum. Reflections on practice, learning and progress recorded in the TP weekly log and reviewed by PT.	Feedback and targets are used by the trainee to improve teaching; evidence of teaching competencies documented in mentor and PT reports; reports feed into interim and final reviews. <i>For any areas where the trainee is not on track, a support plan is written to include trainee, tutor and mentor actions and wider support as required.</i>
Professional development formative framework	Identifying and confirming achievements in practice for each curriculum strand; synthesis of university-based learning and placement-based teaching; incorporates progress in respect of each of the focus areas at key points mid- and end of- placement. Interim and final review meetings are essential formative assessment points in SE1.	Trainee reflects with mentor on their teaching and progress and identifies strengths and areas for development; mentor and trainee review and discuss the trainee's progress and attainment towards knowing and putting the curriculum into practice. Trainees' attainment to date is recorded on the professional formative framework. Quality assurance and triangulation by PT.	Shows the extent of application of learning from university-led sessions in practice; interim reviews lead to focused targets to be applied in the subsequent weeks of placement; information from final review is used by mentor to inform the trainee's placement report. Target areas identified for next placement and recorded in the trainee's post-placement action plan (TP).

SE1 summative report	Mentor end-of-placement evaluation of trainee's progress in relation to each of the five curriculum strands; identifying the extent to which the trainee has learnt, understood and applied the curriculum on placement.	Identifies the extent to which the trainee is 'on track' at this point in the programme; identifies key strengths, targets and priorities for subsequent curriculum learning and focuses for next placement.	Feedback and targets feed into a post-placement action plan; next steps and further curriculum learning needs are identified for semester 2.
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SEMESTER 2: Skills, knowledge and understanding

Deepening understanding	Developing agency	Impact on learning	Enrichment and enhancement
- questioning skills - teaching strategies - assessing needs - assessing over time - using efficient approaches to assessment - addressing misconceptions - assessment and feedback	- well-being - time management - resilience - effective communication - developing intentions in subject teaching and curriculum design - using assessment to inform future curriculum design	- personalised interventions and development of enhanced practice - teaching & learning theory into practice - progression in subjects - assessment requirements - planning and teaching with increasing autonomy to meet diverse needs of pupils - using data and assessment information to inform lesson planning	- planning and teaching autonomously to meet diverse needs of pupils - using assessment information to inform communication with children, colleagues, parents - preparing to become an ECT

component	purpose	consolidation and evidence of learning	application and usage
Professionalism	Embedding and advancing understanding of professional behaviours from semester 1; taking care of own well-being and the well-being of their pupils; embed good time management strategies; manage own workload effectively by prioritising; Establishing resilience;	Demonstrated through professional behaviour during taught course and all placements; SE2 formative professional development framework.	Behaving professionally; forming professional relationships; communicating professionally with colleagues, children and parents
Equality, diversity and inclusion	Becoming critical practitioners who think deeply about EDI issues in education; understanding that being included is not limited to physical and	The inclusion and inspiration conference is a pivotal starting point for semester 2 which enables trainees to develop areas of their own professional	Apply knowledge to identify and address pupils strengths, needs and barriers; use knowledge to write SEND support plans; know when and how to

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	cognitive abilities/disabilities but also included the full range of human diversity including, but not limited to, language, attainment, culture, gender, sexuality, race and age.	knowledge and understanding in relation to equality, diversity and inclusion. Reflections on practice, learning and progress recorded in the TP and reviewed by PT; trainee presentation on an aspect of inclusive educational practice.	break down content to support pupils with SEND; make effective use of formative assessment; work with professionals in schools for specific expert support and intervention.
Inclusion focused placement (short block A)	Developing and building on curriculum learning so far in relation to inclusive educational practices and adaptive teaching; supporting pupils with specific, identified special educational needs and disabilities; viewing inclusion through a more intensive and focused lens to reflect on, refine and deepen understanding of inclusion and the impact of effective inclusive practices.	Directed activities and reflections on practice; learning and progress recorded in the TP weekly log and reviewed by PT; feeds into presentations and assignment EDUC66800.	Observing how teachers include all pupils across all NC subjects and in the school community; Experience of alternative provision and/or special provision for SEND/nurture units in mainstream schools; supporting and working with pupils with SEND.
Extending understanding of 'How children learn'	Extending knowledge to understand that teaching and learning approaches are influenced by different theories of learning; knowing the 'neuromyths' associated with education as a way to analyse and critique practice; building on and developing competence in questioning skills and extending repertoire of teaching strategies from semester 1; identifying and addressing misconceptions (e.g. each child has a distinct and identifiable learning style); understanding progression in learning for each subject.	Trainee presentations focusing on an aspect / theme of inclusion – how children learn in terms of strengths and barriers; identification of teaching strategies for adaptive teaching in relation to 'inclusion for all'.	Learning how to present ideas in small chunks and regularly check for understanding; deconstruct and reconstruct concepts and ideas; scaffolding the task; demonstrate agency in the way they interrogate research evidence and evaluate what works, what doesn't and why?.
Taught course curriculum (national curriculum subjects, RE and professional studies)	Revisiting and deepening understanding of key themes, principles and content of NC; cumulatively building on foundational skills and knowledge; developing and enacting agency; drawing on and extending curriculum learning in preparation for	Independent learning and research; subject audits; action plans; reflections on practice, learning and progress recorded in the TP and reviewed by PT.	Trainees work with mentors and tutors to apply and develop knowledge and practice from SE1 to SE2 placement; embed use of modelling, explanations, scaffolds and acknowledge that novice learners need more structure; apply

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	SE2; building on and embedding the substantive and disciplinary knowledge needed to teach the foundation subjects trainees were introduced to in semester 1; embedding behaviour management skills and knowledge.		knowledge of assessment to assess needs over time; use efficient approaches to assessment; give accurate and useful feedback to pupils in relation to their learning in each lesson; use assessment information to inform future curriculum design.
EDUC66800 Inclusive Educational Practice (assignment B)	Identify, discuss and reflect on practice with respect to a particular aspect of inclusive educational practice; link to teacher expectations and adaptive teaching; expand to demonstrate understanding of inclusion in general in a primary classroom.	20 credit Masters-level Assignment with research-informed poster; poster is shared with peers and PT as a presentation.	Feedback noted by the trainee at the start of the subsequent assignment. Impact of learning and implications for future practice noted by trainee in the assignment.
EYFS placement (short block B)	Understanding the phase of development and learning before starting Y1 of formal education; getting to know how the EY framework is planned, taught and assessed in EY settings; understanding the impact and influence of the EY framework on transition to Y1; developing awareness of the EY framework links to elements of the NC.	Directed activities and reflections; EYFS booklet guides trainees' professional learning through the placement, including teaching early reading (SSP) and reflective tasks. EYFS lecture, supported through EY content in subjects. Reflections on practice, learning and progress recorded in the TP weekly log and reviewed by PT.	learning and reflection noted by the trainee in TP and reviewed by PT. Trainees use experience in and knowledge of the EYFS to understand transition into Y1 and how to teach early reading (SSP)
EDUC66900 Learning, Teaching and Assessment in the Curriculum (assignment C)	Planning, teaching and reflecting on a lesson with reference to key educational learning theories and pedagogical approaches; linking to how children learn and classroom practice; deep reflection on teaching and learning through analysis of a lesson using a reflective framework (any curriculum subject).	20 credit Masters-level assignment with annotated lesson plan(s), which is discussed and analysed with school mentor.	Learning and feedback noted by the trainee at the start of the subsequent assignment; impact of learning from the assignment on future practice is noted in the assignment.
School experience placement (SE2)	Planning and teaching with increasing autonomy to meet the diverse needs of pupils; making personalised interventions to meet children's needs; enhancing practice;	Reflections on practice, learning and progress recorded in the TP weekly log and reviewed by PT.	Trainees use data and assessment information with increasing autonomy to inform lesson planning and sequences of lessons for pupil progress and to inform communication

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			with children, parents and colleagues
School-based tutorials	Deepening understanding of teaching and learning in theory and practice; embedding trainees agency as critical and independent thinkers; identifying opportunities for personalised interventions and development of enhanced practice; working with theories and research to challenge or illuminate their practice.	Feedback from PT during tutorials. Learning and reflection noted by the trainee in TP and reviewed by PT.	Trainees draw critically and self-critically from a range of evidence to make informed decisions in their practice; consolidating and expanding curriculum learning from taught course into practice; applying evidence from practice and research into practice.
Weekly mentor meeting / weekly focuses	Extending and embedding knowledge and understanding of teaching from SE1 and the taught course sessions in SE2. Building curriculum continuity between university taught course content and learning on placement; structured weekly engagement between mentor and trainee prioritising a core 'focus area' of the curriculum each week.	Trainee and mentor discuss and note trainee's progress against each 'focus area' of the curriculum and the previous week's targets. Recorded on weekly feedback sheet. Reflections on practice, learning and progress recorded in the TP weekly log and reviewed by PT.	Targets and actions inform trainee development and help trainee and mentor to track and monitor trainee's progress. Progress towards meeting the requirements of the curriculum is noted via to interim progress reviews and final assessment of teaching on placement.
Lesson observation and feedback	Observing teaching, learning and behaviour management; based on observation of teaching and wider discussion of evidence of development to date.	Mentor weekly feedback from provides summary of observation and provides formative feedback on target areas and/or focus areas; feedback recognises and highlights strengths; feedback informs targets. Tutor visit log records trainee attainment and monitors progress in implementing the curriculum. Reflections on practice, learning and progress recorded in the TP weekly log and reviewed by PT.	Feedback and targets are used by the trainee to improve teaching; evidence of teaching competencies documented in mentor and PT reports; reports feed into interim and final reviews. <i>For any areas where the trainee is not on track, a support plan is written to include trainee, tutor and mentor actions and wider support as required.</i>
Professional development formative framework	Identifying and confirming achievements in practice for each curriculum strand; synthesis of university-based learning and placement-based teaching; incorporates progress in respect of each of the focus	Trainee reflects with mentor on their teaching and progress and identifies strengths and areas for development; mentor and trainee review and discuss the trainee's progress and attainment towards	Shows the extent of application of learning from university-led sessions in practice; interim reviews lead to focused targets to be applied in the subsequent weeks of placement;

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	areas at key points mid- and end of- placement. Interim and final review meetings are essential formative assessment points in SE2. Final assessment of practice leads to PGCE with QTS qualification.	knowing and putting the curriculum into practice. Trainees' attainment to date is recorded on the professional formative framework. Quality assurance and triangulation by PT. Internal moderation activities carried out at progression board; external moderation by EEs.	information from final review is used by mentor to inform the trainee's placement report. Target areas identified for becoming an ECT recorded in ECT transition document.
Support Plan	Identifying any areas where the trainee is not on track to meet the curriculum requirements to an acceptable level or to meet the Teachers' Standards by the end of the programme. Identifying need to extend placement beyond the end of the programme or request a repeat final placement at the internal exam board. In most cases, the support plan is constructed and implemented by the mentor and PT before the end of SE2.	Designed collaboratively; monitored by PT and mentor as appropriate, using regular placement tools including professional development formative framework, weekly mentor meeting form and evidence from trainee.	End point summative assessment of trainee progress: used to focus attention on areas where the trainee was not on track, and to recommend for QTS where appropriate.
SE2 summative report	Mentor end-of-placement evaluation of progress in relation to each of the five curriculum strands, identifying the extent to which the trainee has met the Teachers' Standards at the end of the placement.	Mentor and trainee review and discuss the report including: identifying and elaborating key strengths and key areas for development; identification of priorities as ECT.	End point summative assessment of trainee progress: used by PTs to triangulate evidence with the professional development formative framework, mentor weekly feedback, tutor visit feedback, evidence in TP and teaching and learning files; contributes to recommendation for QTS. Support Plan implemented if trainee is not on track.
Key Stage 3 experience	Developing understanding of academic progression and challenge from KS2 to KS3 and also children's pastoral support needs as they move from primary to secondary school.	Reflections on transition from KS2 to KS3 is recorded in TP weekly log and reviewed by PT.	Participating in Y6 to Y7 transition activities; observing in a KS3 setting how KS3 pupils engage and interact with their teachers, subjects and curriculum; learning how KS3 teachers build on KS2 outcomes and assess learning.

Transition into becoming an ECT	Structuring the engagement of the trainee with their employing school with an agreed developmental focus identified from strengths and targets; implications of the school context for priorities in ECT year.	ECT rights and responsibilities lecture; lecture input from alumni (ECTs, Middle/subject leader) and partnership head teacher. ECT transition document demonstrates consolidation of learning across all areas of the PGCE curriculum, providing deep and rigorous links to the ECF, in the context of the actual or intended first post.	Trainees share and discuss transition document with peers and PT in tutorial and then with induction mentors in the first post, to establish areas of focus for first term as an ECT.
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ORGANISATION AND MANAGEMENT OF THE PARTNERSHIP

All personnel involved in the ITE partnership have a shared responsibility to ensure that they are appropriately prepared for their role and able to support a high-quality training experience for trainees.

This responsibility requires that all involved in ITE:

- Know and understand the Secretary of State's Requirements for ITT (ITTECF, DfE, 2024)
- Observe the requirements expressed in the most up to date ITE inspection framework for initial teacher education
- Are committed to and aware of the expectations in relation to safeguarding
- Promote equality of opportunity and avoid discrimination in their teaching and work with other colleagues
- Act as appropriate and professional role models for colleagues, trainees, learners, parents and carers
- Know and understand the expectations and requirements of University of Manchester curriculum, as set out in the Mentor Resource Site: <https://www.seed.manchester.ac.uk/mentors> and the Mentor Development and Support platform <https://mentorhub.thinkific.com/pages/primary>
- Engage with training and professional development activities, briefings and meetings which are provided.

Committee Structures

To support the points above, the partnership is overseen and managed through a collaborative committee structure which operates at leadership and programme levels. Such committees provide collaborative forums for the consideration of the performance of ITE programmes and inform decision making relating to improvement and response to policy directives. The committees below are directly relevant to school partners. These management processes ensure that all involved in the programme are represented fully and able to contribute to programme planning and development. Each committee steers and/or contributes directly to the shaping of ITE provision.

Primary Partnership Committee (PPC)

The Primary Partnership Committee (PPC) meets at least three times each academic year, usually once per school term, to discuss primary partnership matters with representation from the university tutor team and senior school leaders. It is expected that each cluster sends representation to this committee meeting and that the cluster hub lead attends or sends a representative. Consultation around government, faculty or course changes are shared and discussed as well as collaborative sessions around the profession generally. This is a key governance element in the design of our PGCE course and school partner views and contributions are vital within any decision making or change processes.

Student Committee

The Student Committee meets each semester to support the programme review and evaluation. It includes trainee representation from each of the clusters and Lead Programme Partner alliance representation. This committee receives feedback from placement and school experience alongside course feedback to be shared in a professional manner. Actions and responses are shared with the committee at subsequent meetings.

Primary Core Team and Lead Mentor Team

Primary Core Team and Lead Mentor Team meet regularly throughout the year and enable dissemination of information, training and discussion amongst university-based staff. These meetings also provide opportunities for lead mentor training and professional development. Relevant outcomes, cluster specific feedback and key messages will be shared through cluster meetings with school partners.

Other committees within the university include:

Safeguarding Board
Suitability Committee
Lead Mentor training and meetings
ITET Programmes Committee
MIE Teaching and Learning Committee

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Bespoke working parties will be established if/when significant changes to the programme content or school experience structures are planned. This allows us to draw upon school partner expertise and ensures that our partners are key contributors in the planning and implementation of any major changes or developments.

Primary PGCE school partners structures

The Core Primary PGCE has worked with a 'cluster' system of partnership schools for many years resulting in overwhelmingly positive feedback from our large network of longstanding partnership schools. This is a collaborative, unique system in which both partners acknowledge the reciprocal strengths and expertise being offered. Both trainees and partners recognise the positive impact that this approach has on securing trainees' progress by understanding their individual needs and professional learning journey within a small group of schools.

A partner school will be allocated to work within a named cluster of schools, which is predominantly based upon geographical location. Each cluster has a 'hub' school. The hub school is the lead school that takes responsibility for supporting the university to run the cluster. This includes disseminating information from the university to cluster schools, organising, hosting and taking minutes in cluster meetings and ensuring that all trainees are placed in timely manner for each placement.

Our core PGCE clusters:



Our Lead Programme Partners:

Our Primary PGCE Lead Programme Partners are groups of schools that deliver some elements of our ITE curriculum through school partners that they work with. These are our lead partners within our primary PGCE programme. Each alliance has their own group of partner schools that support trainees in their school experience placements. In addition, between our Primary Partners they collaborate to identify strengths in training and pedagogy then arrange to plan, deliver and evaluate agreed elements of our ITE curriculum across the year. This is a collaborative, unique system in which the university and the programme partners acknowledge the reciprocal

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strengths and expertise being offered and ensure that trainees engaging with our curriculum receive high quality input. Both trainees and partners recognise the positive impact that this approach has on securing trainees' progress by understanding their individual needs and professional learning journey within a small group of schools.

In addition, Lead Programme Partners, will recruit and host a number of trainees each year. Each Lead Programme Partner has a 'lead' school and nominated Programme Partners Lead. The lead school takes responsibility for supporting the university to fully deliver elements of the ITE curriculum content and to support trainees and general mentors throughout school placements. The Lead Programme Partner will take on the roles and responsibilities of the general mentor for their group of trainees during the major school placements. The Programme Leads work in partnership with the university Programme Lead director, to ensure quality, compliance and outcomes remain in line with expectations.

Partnership roles

The Primary PGCE partnership consists of university and school contributors and stakeholders, each with a valued and important role within the partnership. Each partner has defined roles and responsibilities to ensure our trainees receive a high-quality experience and are well prepared for the demands of the profession upon completion of their training. Our trainees also have an essential role to play in their own development and success.

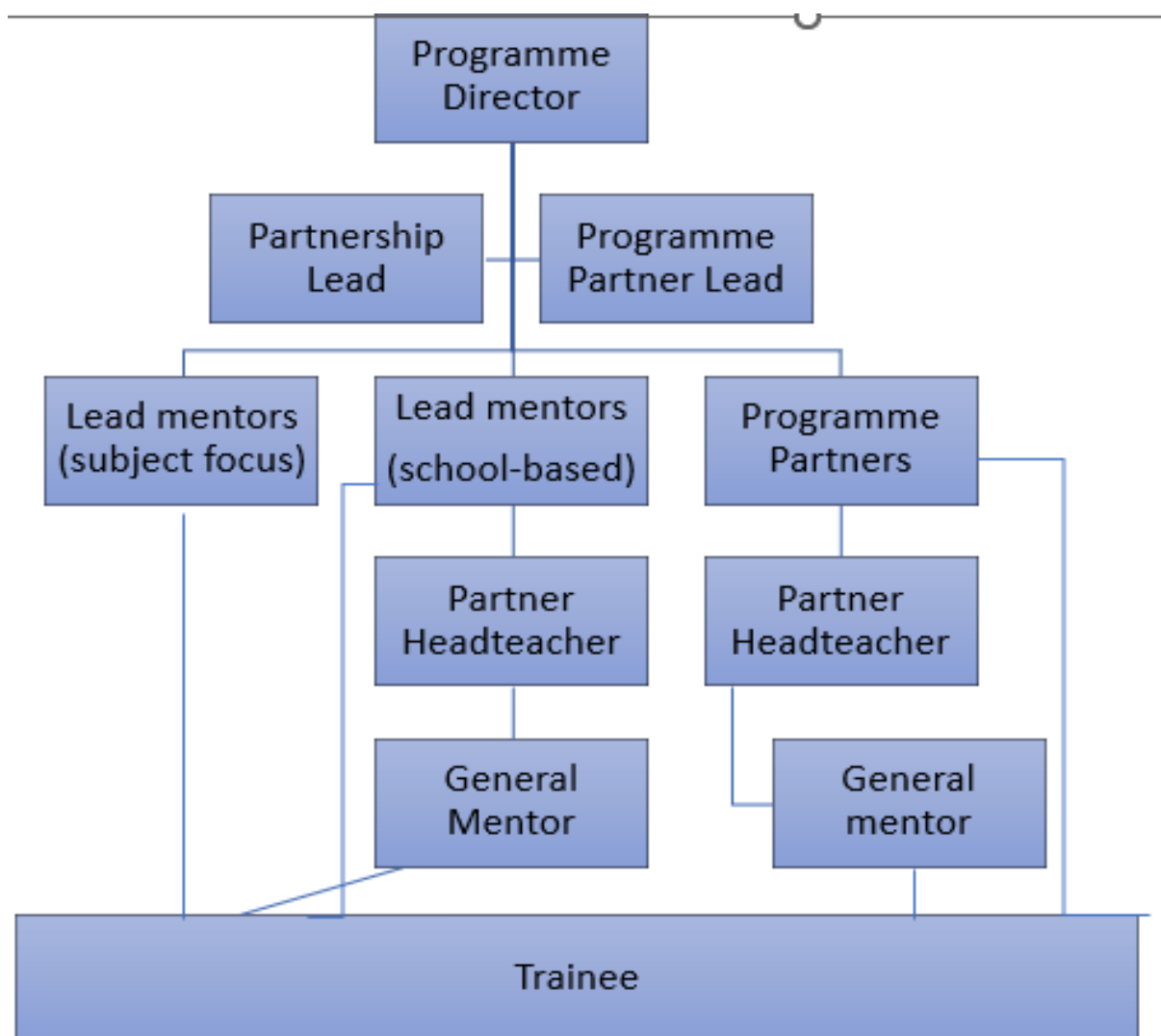
Hub Leads	Partnership school headteacher	General mentor	Lead Programme Partners (LPP) (see Annex A for details)	Programme directors (Programme SLT)	Primary partnership lead (Programme SLT)	Lead mentors	Trainee
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Yellow – school-based personnel **Purple** – university-based personnel, **Green** – trainee

Organisation and management of the partnership (during School Experience placements)

All partners are an essential part of our collaborative partnership. Different roles will directly and indirectly support trainee development, assessment and progress across the Primary PGCE programme.

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ROLES AND RESPONSIBILITIES: SCHOOL PARTNERS

Safeguarding expectations of partner schools hosting a trainee (all placements)

We expect partner schools to provide the following to a trainee on the **first day** of any placement:

- The name of the designated safeguarding lead and an overview of their role
- An outline of procedures that the trainee should follow if a safeguarding issue arose.
- An outline of procedures for fire/evacuation procedures
- Copies of or access to relevant school policies e.g. safeguarding policy, staff code of conduct, behaviour policy
- An outline of key procedures that the trainee should know e.g break times, security door access, pupil entrance/exit points
- An introduction to systems and procedures in the particular phase.

Hub lead school (roles and responsibilities)

A **hub lead school** is one nominated school from each cluster group of schools that agrees to the roles and responsibilities outlined in the partnership school headteacher table, **PLUS** the following additional roles:

- Support the aims and content of the Primary PGCE curriculum and manage the day-to-day running of the cluster alongside a nominated lead mentor(s)
- To help support, maintain and expand the cluster of schools to facilitate adequate placements for the cluster of PGCE trainees at each placement point.
- To lead the cluster by example by offering regular placements for trainees.
- To nominate a hub lead or coordinator, normally a senior leader or experienced teacher, who will be the main point of contact between the cluster, the lead mentor and university administrative team (see below for the roles and responsibilities of the nominated hub lead)
- Support the implementation, monitoring and quality of provision within the school-based elements of the curriculum across the cluster.
- To support and uphold the aims and Core Content Framework (CCF) and our curriculum expectations across the cluster to ensure the trainees get their training and curriculum entitlement.
- To be willing to provide professional development opportunities for colleagues within the cluster/partnership e.g. CPD offers, buddy mentors, supporting struggling school partners
- To attend and contribute to the termly Primary Partnership Committee (PPC) in order to provide a consultative contribution to the programme and curriculum design, improvement and development.
- Be willing to engage with any partnership focus groups or working parties, if available, to contribute to and ensure the continued development and improvement of the programme.

The nominated hub lead will:

- assist in the administration and organisation of the cluster through the lead mentor. This includes setting up and organising locations for cluster meetings; disseminating meeting agendas and related paperwork to partners;
- arrange minute taking at the cluster meetings and send minutes to the lead mentor and school partners shortly after the meeting;
- liaise with partners to secure placements and, where necessary, seek out and contact new schools in order to ensure that all trainees, typically between 14 and 16, are placed for each teaching placement;
- liaise with the lead mentor and university team to understand any changes to the course, placement and receive feedback about the cluster, partners and trainees, sharing this with partners as required;
- support the university staff in ensuring that partner schools adhere to their responsibilities, as agreed by signing the partnership agreement.
- manage correspondence and reporting to the university and ensure cluster representation at consultation groups and committees such as the Primary Partnership Committee.

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Partnership school headteacher (roles and responsibilities)

Each **school or headteacher** signing the partnership agreement agrees to:

- Ensure that the partnership agreement roles and responsibilities are adhered to by the school and any staff involved with PGCE trainees
- Provide a positive and supportive environment where trainees are welcomed
- Select general mentors who are experienced and able to provide the trainee with support, mentoring and informed assessments and constructive feedback during school placements
- Ensure general mentors attend mentor training and have time to engage with the statutory DfE ITT requirements of the Mentor Development and Support Curriculum <https://mentorhub.thinkific.com/pages/primary> in their role as general mentor
- Send a representative to the termly cluster meetings, support the assigned group of trainees by offering short and long block placements and liaise with the lead mentor to keep up to date with relevant programme updates
- Commit to the safeguarding of the trainee by providing clear guidance and access to relevant school policies and procedures from day 1
- Contact the lead mentor and/or university partnership lead if there are concerns about a trainee's mental health or well-being
- Provide trainees with opportunities to observe good practice in the classroom and across the age range and to learn from, experienced teachers & leaders
- Provide trainees with opportunities to meet the teaching expectations outlined in the relevant placement documentation and handbooks, whilst monitoring trainee workload in relation to school-based systems
- Ensure that all necessary observations, assessments and feedback requirements are completed and each trainee receives regular oral and written feedback linked to the university ITE curriculum from the general mentor
- Support trainees to meet realistic targets in order to make good progress in their professional development
- Oversee trainee placements and work with the university to resolve any issues, should they emerge
- Provide access to policies and resources as appropriate to the pupils and subjects being taught
- Encourage other staff to support/work with the trainee if they have a subject or specific leadership role that may support the trainee's progress or subject knowledge
- Give trainees the opportunity to participate fully in the life of the school including attendance at appropriate staff meetings, INSET and assemblies
- Participate in the university QA processes as required, to ensure trainees receive their training entitlement policy
- Inform the university through the hub school of any significant changes of circumstances which would impact on the ability to provide high quality support, training and/or assessment.

Wider partnership involvement with the PGCE programme

There is an expectation that representatives from school partners will also try to:

- Participate in or release senior staff to interview applicants for the PGCE Primary programme as partnership representatives and as valuable contributors to our recruitment and selection process;
- Engage with and attend the termly PGCE Primary Partnership Committee (PPC) meetings as a valid contributor to programme review, development and improvement
- Contribute to programme planning and development through joining course review, working party groups as well as completing any programme evaluation documentation.
- Release staff to contribute to the university-based taught programme in order to share their expertise and experience with trainees in lectures and workshops, if requested.
- Engage with the university CPD/professional development opportunities offered to school partners as part of the reciprocal partnership.
- Be willing to become a panel member for the university safeguarding and compliance board if asked.

General mentor (roles and responsibilities)

The general mentor is usually the host class teacher during a longer school placement.

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General mentors are required to be trained by the University of Manchester in line with DfE (2024) ITE mentor curriculum expectations.

The **general mentor** will be expected to:

- Attend one of the initial general mentor training briefing sessions prior to hosting a trainee
- Engage with the university Mentor Development and Support curriculum materials <https://mentorhub.thinkific.com/pages/primary> to meet the statutory DfE requirements through the university general mentor training curriculum.
- Be familiar with the CCF expectations and the university ITE Curriculum as part of the general mentor role in supporting trainee development
- Support and contribute to the trainee engagement with the expectations of the placement, as outlined in the relevant handbook
- Ensure the trainee is familiar with, and adheres to, relevant school policies, including professionalism, safeguarding and assessment
- Monitor the trainee's attendance and advise the lead mentor or partnership lead of any matters of concerns, including matters associated with a trainee's mental health or well-being
- Work collaboratively with the trainee to coach, mentor and support their professional development during the placement whilst managing their workload in relation to school and university systems and/or expectations
- Support and further the ITE curriculum training that a trainee has received through providing further coaching, mentoring and training support in the classroom context
- Ensure the trainee has access to any relevant resources and materials to aid their planning and teaching and knows their purpose e.g. schemes of work, central planning, practical resources
- Check and provide regular expert feedback and guidance on course requirements e.g. the Trainee Portfolio completion, lesson planning and placement handbook expectations.
- Observe the trainee teaching each week and provide constructive oral and written feedback and SMART targets in relation to the lesson and more general progress over the week, using the university documentation
- Contribute to the regular formative assessment of the trainee, in consultation with lead mentors/programme partners, to monitor progress and identify next steps
- Engage with the interim formative assessment points expected in each placement, including conversations to identify the trainee's strengths, emerging target areas and next steps from the Professional Development Formative Framework.
- Provide bespoke support if a trainee is experiencing specific area(s) of difficulty that are impacting upon their progress and contact the lead mentor if concerns persist
- Organise and support the trainee to engage with wider school opportunities e.g. observing other colleagues, involvement in school events and staff training/meetings.
- Check that the trainee makes use of marking and assessment, is reflecting and can explain how this has influenced/changed their teaching and pupils' next steps
- Complete an end of placement general mentor report, to summarise placement progress, assess strengths and identify focused targets for the trainee to work on
- Provide feedback to the university about the placement experience as an evaluative tool to inform improvements and/or changes to the course and future placements.

Roles and responsibilities of Lead Programme Partners are described in the [section below](#). These partners are formally known as School Direct partners, and will not usually collaborate with our cluster partners directly, as this is a separate role.

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LEAD PROGRAMME PARTNERS (formerly known as School Direct Partners)

Lead Programme Partner (roles and responsibilities)

Lead Programme Partners are involved in the recruitment and selection of their trainees, in line with DfE guidance and UoM recruitment principles and criteria. This is subject to university QA and moderation.

In relation to supporting the PGCE programme requirements, the named Lead Programme Partner will:

- Secure trainee placements in supportive partner schools to ensure that trainees receive a breadth of and quality of experience in line with UoM and DfE criteria and expectations (e.g. contrasting key stages, two school settings).
- Deploy a representative to ensure the roles and responsibilities of a '**school-based lead mentor**' are undertaken for their group of trainees during the two major school experience placements.
- Ensure that all school partners are aware of their roles in managing and supporting trainee workload and well-being.
- Quality assure the support and mentoring that trainees gain from their general mentor
- Be committed to the University of Manchester key principles of quality and equity (and their identified partnership schools)
- Adhere to ITE safeguarding guidelines (and their identified partnership schools)
- Ensure that general mentors engage with the requirements of the mentor development and support curriculum <https://mentorhub.thinkific.com/pages/primary> to help them deliver the roles and responsibilities of being a mentor.
- Train, monitor and support general mentors and trainees during trainee school-based placements to ensure their good progress and outcomes
- Monitor and provide feedback and support in relation to the Trainee Portfolio and PGCE online file as a tracking method towards Trainees meeting the Teachers' Standards.
- Respond to any trainee difficulties or issues quickly and in line with the programme processes to support and address concerns.
- Moderate assessment judgements of trainees against the Teachers' Standards at the end of the programme.

In relation to supporting the implementation of the University ITE curriculum and recruiting to the PGCE programme, the Lead Programme Partner will:

- Appoint a suitably qualified and experienced Lead Programme Partner co-ordinator with responsibility for coordinating school-led training and placement requirements.
- be the main contact for communication related to Lead Programme Partner allocations, quality assurance and trainee provision
- Take responsibility for the organisation, implementation and review of the agreed subject content from the UoM curriculum for those trainees training with a programme partner
- Ensure that curriculum content being delivered by programme partners is quality assured and reviewed to ensure trainees are well-trained and received their curriculum entitlement
- Ensure that the Lead Programme Partner co-ordinator has regular contact and communication with the university to ensure equity of programme experience for trainees working with them.
- Inform the university of any significant changes of circumstances which would impact upon the delivery of the ITE curriculum for trainees working with them
- Attend programme committee meetings and consultative groups formed to quality assure, develop and support the requirements of the university ITE curriculum

In relation to recruitment and admissions of trainees:

The Lead Programme Partner operates under the authority of the University of Manchester admissions process. They play a key role in selecting trainees who are about to embark on a demanding postgraduate course of study in addition to potentially selecting their future colleagues. This is a high stakes activity, which requires a commitment of time and transparency of process. Full details about the selection process, and accompanying documentation are available in the Lead Programme Partner Admissions Handbook.

1. The recruitment period must be long enough to allow open and fair access to places and well-communicated to potential trainees.
2. All Lead Programme Partner candidates will have to meet the entry requirements of the school's

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chosen provider, as well as criteria relating to the needs of the Lead Programme Partner. Providers can decline to take candidates. All Lead Programme Partner candidates must meet ITT eligibility and entry criteria as set out in the ITT criteria and funding manuals.

3. Providers retain the final accountability for ensuring that all trainees meet all of the ITT criteria. If the candidate fails the provider's entry requirements they will be declined by the provider and cannot be offered the Lead Programme Partner place.
4. Recruitment activities should be high quality, open and transparent and will be subject to inspection by Ofsted. The recruitment period must be long enough to allow open and fair access to places and well communicated to potential trainees.
5. Ensure any school participating in selection procedures follow the guidance and requirements outlined in the University of Manchester Admissions and Recruitment Handbook
6. Meet the quality assurance requirements in relation to the recruitment and selection of trainees

Who?	Key roles
Lead Programme Partner co-ordinator	• Organise the timetable of school-based training, in line with the content/subjects agreed and as outlined in the Lead Programme Partner handbook • Liaise with trainees to share details of the school led training arrangements and relevant timetables • Ensure trainees have proper induction to the programme, including key safeguarding policies and procedures • Monitor and evaluate the quality and impact of the school-based training through QA, evaluation and trainee feedback processes • Liaise with the University regarding the allocation and placement of training places for all course placements for each trainee • Ensure that general mentors in partner schools attend the relevant mentor training and engage with the requirements of the Mentor Development and Support curriculum https://mentorhub.thinkific.com/pages/primary • Liaise with the University regarding the allocation and placement of school experience places • Liaise with UoM LPP lead to monitor trainee progress • Liaise with the relevant University subject tutor (lead mentor) and, if necessary, the Programme SLT regarding concerns; • Ensure trainee(s) are familiar with the school's policies and procedures • Organise opportunities for trainees to complete subject (content) specific and professional (pedagogical) studies tasks and to gain the additional experiences they need in order to achieve QTS • Monitor the work of general mentors and ensure that they understand their role and the demands of the University Partnership ITT Curriculum • Be involved, in training days, in reviewing expectations for QTS and support general mentors to access the required mentor training programme provided by the university • contribute to the monitoring of the partnership to ensure trainees receive their training entitlement • ensure that observations of trainees meet the University quality assurance requirements relevant for the phase of teaching • complete an annual evaluation relating to school-based ITE training • ensure trainees have proper induction including the sharing and understanding of the alliance, key roles and policies • meet the quality assurance requirements in relation to the recruitment and selection of trainees • engage in marketing the programme through, for example: advertising their Lead Programme Partner provision on lead school and partner school websites; undertaking visits to graduate fairs, Get Into Teaching events etc.; considering open events at the school or schools in the Partnership; Producing an events kits to include items such as flyers, to be used at different events; utilising the DfE website to promote details of events and accessing the Free DfE publications to support events

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University roles and responsibilities (in relation to Lead Programme Partners)

The University will:	• Designate an appropriate person with responsibility for coordinating and managing the Lead Programme Partner provision in relation Primary trainees • Arrange and hosting Lead Programme Partner Boards • Allocate to the school a University Tutor with relevant experience to strategically support the trainee(s) and work in partnership with the LPP Coordinator and mentors • Share information related to the university taught course • Provide guidance in relation to expectations of school-led training • Offer appropriate training to the LPP coordinator and school general mentors, to support them in their roles • Ensure university staff are available for consultation and further training and advice, and to support the school, throughout the programme of learning • Work with the LPP school to ensure that trainee(s) is/are appropriately prepared for each key stage of their training (including experiences in pre- and post- key stages), the National Curriculum requirements and professional expectations • Provide support with and guidance with the admissions process to support recruitment and selection activities including course marketing and assessment centres • Provide QA feedback to LPP in respect of their roles, responsibilities and programme development.
Lead Programme Partner fee payments	Payments to Lead Programme Lead Schools, for fee-paying trainees, will be as follows: Each LPP Trainee - £2500 Payments will be made as follows: 25% to be paid in January on completion of Autumn term or withdrawal - 25% to be paid in April on completion of Spring term or withdrawal - 50% to be paid in June on completion of Summer term or withdrawal. A purchase order will be raised by the University of Manchester within the first week of January, April & June inviting schools to invoice the University for their payment. This is with a view to making payment within 30 days. If a trainee was withdrawn or interrupted during their studies the tuition fees paid to the School will be as follows: 1st Term - 25% of £2500; 2nd Term – 25% of £2500 (totalling 50% paid to the school) - 3rd Term - Remainder of payment to be made.

NB: Lead Programme Partners, formally known as School Direct partners, will not typically collaborate with our cluster partners as this is a separate role.

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ROLES AND RESPONSIBILITIES: UNIVERSITY

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring our trainees receive the best support, training and outcomes as they enter the profession. The Programme Directors and Partnership Lead will maintain a broad overview of trainee progress and the course impact overall.

Below is a summary of the roles and responsibilities of university personnel, in relation to supporting school partners.

University role	Summary of key roles and responsibilities
Programme Directors (SLT) (in relation to supporting school partners)	• Take overall responsibility for the design, implementation and outcomes of the ITE programme, in line with DfE ITT criteria and expectations • Ensure that trainees have enhanced disclosure from DBS and are compliant with safeguarding procedures (see safeguarding section for more information) • Ensure the programme provides opportunities for trainees to demonstrate they meet the Teachers' Standards by programme completion. • Ensure that all partnership stakeholders are aware of their role and responsibilities and are adequately trained and/or supported to discharge these • Consult regularly with different stakeholders, to ensure the programme remains fully compliant whilst also seeking to continually improve and develop • Ensure that all partners are aware of their roles in managing and supporting trainee workload and well-being. • Ensure that trainees are adequately prepared for each school experience placement • Ensure that robust QA processes inform programme development and partner support/training • Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement • Liaise with the Partnership Lead and lead mentors around any issues emerging from specific trainees, schools or mentors • Involve and consult partners in the design, updates and changes to the PGCE programme through invites to all partners to the regular Primary partnership committee meetings (PPC)
Primary Partnership Lead (SLT) (in relation to supporting school partners)	• Allocate a university-based lead mentor, (known as professional tutors), to each cluster to supervise trainees and work in partnership with mentors of each school in the cluster, and ensure that they are fully trained in this role according to DfE expectations. • Allocate a university-based lead mentor to support the roles and responsibilities of the school-based lead mentors (Lead Programme Partner coordinators) • Ensure that all partnership stakeholders are aware of their specific role and responsibilities and are adequately trained and/or supported to discharge these • Oversee the partnership as a whole and the school-based component of the curriculum to ensure trainees meet the DfE criteria expectations. • Oversee and manage the training of general mentors and support them to meet the DfE requirements and criteria relating to partnerships and the mentor curriculum • Ensure that all school partners are aware of their roles in managing and supporting trainee workload and well-being. • Support schools, lead mentors, general mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress

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	• Provide training and documentation to guide and support general mentors in their understanding of the taught ITE curriculum coverage and how they can further develop and enhance this knowledge in school. • Ensure all lead mentors are trained and are aware of their role in supporting, training and guiding general mentors • Provide a handbook outlining the requirements for each school experience placement and the support for the role of the general mentor in each school, whilst being aware of workload of all stakeholders • Manage and ensure that lead mentors are trained adequately to meet the DfE lead mentor requirements and to support general mentors to complete their role in supporting trainees • Ensure that robust QA processes are in place and inform programme development and partner support/training • Monitor and QA the partnership, report back to Programme Directors, advisory boards and, where necessary, specific school partners • Set cluster meeting agendas in order to share appropriate updates and developments with partner schools in order to maintain the collaborative and reciprocal partnership • Consult with partners to inform and gain partner input on any changes relating to school-based curriculum expectations
Lead mentor (university based) (known as professional tutors)	• To be the main, consistent point of contact for their designated cluster and oversee the placing and support of trainees to ensure they meet the placement requirements across the year • To work collaboratively with the schools and general mentors • To provide support for schools, general mentors and trainees during school placements including regular visits, moderation observations, mentor training and meetings with general mentors/trainees • Provide robust training and support to general mentors so they are able to discharge their mentor role and responsibilities with regard to the mentor's workload. • Support the trainee in managing workload and monitor trainee wellbeing. • Support trainees and/or general mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes • Oversee the assessment of trainees in line with the University Partnership ITE documentation • Monitor and moderate with the general mentors to ensure that formative assessments of the trainee are in line with the expectations of them at different points in their placement/programme. • Attend cluster meetings and provide university updates, guidance and support to the cluster • Act as a validator and quality assurance role within the training process going on in school and ensure that the trainee is informed about their performance targets against the University Partnership ITE Curriculum • After each school visit, provide the trainee with a copy of a written report following observations, training and discussions about the trainee's progress and any resulting discussions with the mentor and trainee • Inform the trainee of any serious issues or concerns that might threaten the trainee's successful completion of the school experience and follow programme systems of support and raising concerns • Ensure the trainee is getting the support, mentoring and training that the school and general mentor have agreed to by signing this partnership agreement. • Moderate assessment judgements of trainees against the Teachers' Standards at the end of the programme.

ROLES AND RESPONSIBILITIES: TRAINEES

We have high expectations of our capable trainees and work with them to ensure they understand the privileged and highly influential role that they have with the children in their class and the responsibilities associated with working within a primary school team. They are briefed before placements and receive regular training and updates regarding safeguarding.

Trainee (roles and responsibilities)

Trainees will be expected to:

- Be punctual, arriving at school no later than 8.00 am and not leaving before 4.30 pm, except in circumstances as negotiated with the mentor
- Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
- Carry out, in a professional manner, tasks required by the placement headteacher, general mentor and the university
- Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
- Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
- Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the general mentor and the requirements of the school curriculum
- Apply and use their evidence-based training from the taught programme in their teaching whilst on school experience placements
- Further develop and enhance their foundational knowledge and subject understanding gained on the taught programme through planning, teaching and assessing a range of subject areas during school experience placements
- Utilise expert mentor knowledge to gain feedback and to improve areas of the UoM ITE taught curriculum to improve their National Curriculum teaching and delivery
- Mark work promptly in accordance with school policy
- Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
- Become involved in the general and corporate life of the school attending staff meetings and school events by invitation and, when so invited, normally attending NB: *Trainee teachers cannot legally take full responsibility for playground supervision but can, and is expected to, join a member of staff carrying out this duty during each professional placement. Trainees' involvement in extra-curricular activities is voluntary but such activity can be valuable and contribute to standards of professional values and practice*
- Listen to constructive advice and feedback from their general mentor and other professionals and act upon it swiftly and to the best of their ability
- Take responsibility for their own professional development
- Be proactive in seeking support from general/lead mentors and/or university SLT should mental health, well-being or workload issues become a cause for concern
- Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
- Demonstrate, and collect evidence of, achievement of the UoM ITE Curriculum by completing their Trainee Portfolio
- Be aware of the wider context of education and that learning takes place both in and out of school.

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FINANCES AND DIVISION OF RESOURCES FOR PARTNERS

Please refer to the roles and responsibilities, as outlined in previous pages, in respect of the following roles and funding structures in place for partner schools. Partners agree to the content of this partnership agreement when hosting a UoM trainee and receiving finance to undertake the role.

Role	Funding
Hub school This fee is paid in accordance the completion of the hub school roles and responsibilities	£1000
Hosting a trainee for a major placement This payment to a partner school is to finance: - cover for the general mentor to attend the initial mentor briefing and training (3 hrs) prior to the start of the placement - cover to release the general mentor to complete the mentor development and support materials and curriculum	£500 per trainee
Participating in our assessment centres – SLT interviewing for the new cohort online alongside a university staff member.	£75 (half day)

Claiming finances:

Any school hosting a trainee teacher for SE1 or SE2 will receive a purchase order (PO) via email. Upon completion of the practice, the school business manager can raise an invoice against the purchase order to claim the appropriate funds. Claims should be arranged by contacting teachereducation@manchester.ac.uk.

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QUALITY ASSURANCE

It is intended to ensure that the high-quality of teacher education and training provided by the University of Manchester and its partner schools is maintained and continually improved as a result of feedback from all key stakeholders involved in the process. We ensure that school-based education and training is sequenced with the university elements of the course to provide our coherent ITE Curriculum and that quality is as consistent as possible given the valued diversity of the contributors. Hence, there are a range of quality assurance procedures, which are constantly under review and development reflecting the nature of continual monitoring, evaluation and improvement systems. Below is an outline of the different roles and responsibilities associated with our quality assurance systems

External Examiners

All the university's programmes are subject to scrutiny by External Examiners who report on areas such as:

- The general standard of the work assessed, assessment against the University Partnership ITE Curriculum OfSTED's Criteria and comparability with similar levels of work nationally
- The overall performance of trainees in relation to the University ITE Curriculum, the CCF requirements and ITE framework expectations
- The overall strengths and areas for development of trainees
- The overall quality of knowledge and skills (both general and subject-specific) demonstrated by trainees
- The structure, organisation, design and marking of all assessments
- The quality of the training programme as indicated by trainee teacher performance.

Responsibilities

During their period of tenure, External Examiners will:

- Evaluate a sample of trainees' written work and assessments
- Review trainee documentation, observe trainees teach in school and discuss the lesson with the trainee and their mentor
- Engage in a critical and robust review of our ITE curriculum including how this is sequenced, delivered and utilised across the programme, to the benefit of the trainee teachers and in relation to the requirements of the CCF and DfE frameworks
- Submit an annual report to the Programme Directors identifying key strengths and areas for development of the programme.

Outcomes

Each external examiners presents a detailed report at the final exam board of the programme. This provides all PGCE university staff with a clear overview of programme strengths, stakeholder feedback and suggested next steps. These reports help inform and shapes programme adaptations and improvements as part of our valued collaborative relationship with our external partners each year.

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Internal quality assurance

The PGCE uses its own internal QA systems as a robust method of informing course development, ensuring compliance and identifying training needs for staff and partners. The following elements are used to monitor consistency and equity of the school experience (SE) elements of the programme:

QA during SE	Purpose	Frequency and outcome
Lead mentor visits during SE1/SE2	- To train general mentors in relation to their role as a mentor and guide for trainees. - To ensure the minimum requirements of the ITT quality requirements for mentor training are met - To support and ensure general mentors are able discharge their roles and responsibilities effectively to support the progress of trainees - To moderate and quality assure formative assessments to ensure that trainees are getting fair assessments, helpful feedback and adequate support to improve - To ensure that trainees are receiving equity of experience in their professional journey	Three points of contact/visits per major placement QA and feedback form completed and shared from each visit
SE1/SE2 internal quality assurance visits during placements	- To quality assure that placement expectations are being met by trainees, general mentors and lead mentors consistently across the partnership and placements - To inform course development and further training for staff, mentors and trainees - To identify areas for further improvement, training or development - To monitor and quality assure formative assessments to confirm that trainees are getting fair assessments, feedback and adequate support to improve - To review and gain feedback from key stakeholders on new aspects of the programme to support further improvement and development - To ensure that trainees are getting equity of experience in their professional journey	Each cluster/Lead Programme Partner alliance will have one QA visit across the academic year Findings reported back to programme directors and primary team via a QA report for each SE placement with any associated actions
Lead mentor 'buddy' visits (university based mentors)	- To moderate lead mentor assessments of trainee in relation the University Curriculum - To share and develop staff expertise - To identify areas for further improvement, training or development	One buddy visit per placement Partnership lead to oversee reports completed
Trainee evaluations	- To receive feedback on the quality and usefulness of the taught course in being ready and able to meet the expectations of school placements - To evaluate the mentoring and support from lead mentors/programme partners and general mentors during placements - To help identify areas for further improvement, training or development	End of each major school placement Partnership lead and programme directors to oversee data/feedback
General mentor evaluations	- To inform general mentor curriculum evaluation and further development - To receive feedback on the preparedness and quality of experience with trainees during - To inform course adaptations and improvements - To identify further training needs of general mentors	End of each major placement Partnership lead and programme directors to oversee data/feedback
School partner feedback	- To receive general feedback on the quality and provision of the university partnership and support - To gain an overview of how the curriculum is being applied and impacting in partner schools - To gain evaluative information relating to general mentor	Termly Primary Partnership Committee meeting

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	training and support to discharge their mentor role • To inform course and partnership adaptations and improvements	
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The University leads an annual process of self-evaluation of the ITE Partnership that informs its improvement planning process and Self-Evaluation Document (SED). The outcomes of the evaluation process are also reviewed with the Primary Partnership Committee (PPC) meetings and shared with partner schools. Further consultation takes place throughout the year to ensure that school partners are informed and involved with programme development.

A variety of data is used to inform self-evaluation including trainee outcomes and employment rates and annual partnership surveys completed by trainees and partnership schools.

For a more detailed description of QA processes and procedures, see the PGCE QA Handbook.

TRAINEE INFORMATION RESOURCES

This handbook is designed to be read alongside the University of Manchester Student, Recruitment and Admissions Policy and the PGCE Safeguarding Pack. The University is committed to the provision of accurate and appropriate pre-entry information and support to prospective students in order to ensure that they are enabled to make an informed decision about whether to apply for a course.

We are committed to transparent admissions procedures. We publish selection criteria and processes in relevant recruitment literature (Apply entry profiles, PGCE flyers, centrally-published University course listings) and on our website at <http://www.manchester.ac.uk/study/masters/courses/list/02846/pgce-primary/>

The Programme is led and staffed by University of Manchester Staff and school-based colleagues. The PGCE team is a well-established, innovative team with substantial expertise and is comprised of both full and part-time staff. They have extensive experience of developing postgraduate Primary provision as well as current and previous experience of holding roles in schools and settings, as well as working within Local Authorities at strategic levels.

The Programme is continually engaging with key external partners and stakeholders at a regional and national level and continues to develop its strong tradition of working with partners and stakeholders to develop academic and professional Programmes to meet need and demand.

During Professional Placements, trainees are placed in Partner schools/settings. School/setting mentors are responsible for training, monitoring and ensuring trainees' progress, and are supported by University of Manchester Lead mentors.

Information Resources

Trainees are provided with subject specific handbooks and have access to subject specific areas on BlackBoard.

Each primary national curriculum subject (including educational professional studies) has a subject leader who is responsible for ensuring that the university programme develops the pedagogical and subject knowledge of trainees through:

- provision of a cogent course outline articulated through a subject handbook
- devising subject specific training days, including independent learning materials
- monitoring and tracking trainee Subject Knowledge
- provision of online learning materials
- evaluating and quality assuring their subject, leading to subject development plans which feed into the programme development plan
- keeping abreast of current initiatives leading to research informed practice
- co-ordination of staff contributing to the subject, including staff for partnership school and alumni
- providing research and practice informed CPD for partnership colleagues, ECTs and accredited tutors

Extensive information resources exist in the library including print and electronic materials. A range of relevant journals is also available. Digitisation of relevant texts also takes place.

Trainees have access, as part of their programme, to wider university resources and are actively encouraged to participate in wider university life by, for example, working alongside tutors and the widening participation team to engage undergraduate trainees in working with children and young people.

Trainees are encouraged to make use of university facilities when on campus and also when in schools, and draw on facilities such as the Whitworth Gallery and the university of Manchester Museum to enhance opportunities for teaching children during professional placements.

Learning support is a key area Programme provision. All trainees are entitled to access generic trainee support services at the University of Manchester, such as the University Libraries, and specific details of their entitlements are made clear to trainees at the start of their Programme in Programme Handbooks, via personal tutors and on BlackBoard.

A collection of information resources exists in the areas covered by the Programme within the library and on the

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BlackBoard area. This includes books and a large range of relevant journals in print and electronic formats. There is the provision for the digitisation of relevant texts.

All trainees have access to the University of Manchester 'My Manchester' facility and access to both Programme areas on Blackboard and Unit areas on BlackBoard. Trainees are provided with an introduction to the library and its facilities during week one of the Programme.

Academic Literacies and Skills Resources

Study skills support sessions are available to support individuals via the library and include online resources to support trainees with, for example, academic writing skills, skills in writing critically and their understanding of referencing using the Harvard Referencing System.

ICT

Trainees have access to the University of Manchester network and intranet and to the Internet via computers situated in IT clusters in B Block of Ellen Wilkinson building and around the wider university campus. Trainees have access to relevant areas of Blackboard to support teaching and learning activity.

Schools

Trainees should be provided with relevant school policies, curriculum documents and access to relevant resources when placed in school experience settings, so they can effectively deliver curriculum and lesson content to the pupils in their class. This may include access to school online planning and record keeping systems for the duration of their school experience placement.

CRITERIA AND PROCEDURES FOR THE SELECTION OF PARTNERSHIP SCHOOLS

The university's PGCE Programmes have a **Quality Assurance Framework** that includes criteria for the selection and, in rare cases, the de-selection of partnership schools. In this agreement, the criteria for the selection and de-selection and the procedures for monitoring school-based training are printed.

Partner School Selection

The University of Manchester selects and enters into partnership with schools and other partners to enable the delivery of the programme in line with the DfE ITE Quality Requirement 5.2, to meet the educational and training needs of all trainees.

The following criteria will be used:

- The school agrees to the terms of this partnership agreement and will facilitate those directly involved with trainee teachers the opportunity to fully implement the responsibilities associated with the role they have agreed to undertake.
- The school provides a positive and appropriately supportive teaching and learning environment based on equality of opportunity for pupils, staff and trainee teachers. Trainees are able to experience a suitable range of class-based and school-wide experiences to further their professional training.
- The general mentor is will attend training to become familiar with the University ITE Curriculum and expectations required in the the mentor development and support site <https://mentorhub.thinkific.com/pages/primary> so they are appropriately informed and trained for their role.
- The school provide trainees with an induction/welcome pack giving essential information about the school and its policies including clear information relating to the named DSL and processes around safeguarding around the school and for specific circumstances.
- General mentors have appropriate teaching experience and expertise and are able to offer models of good primary teaching practice to trainees.
- General mentors will attend the training provided by the university and are prepared to engage with training and collaboration from lead mentors in order to become successful mentors.
- The school shows commitment to ITE in its willingness to involve all staff in providing appropriate support for trainees in school. In liaison with university tutors, the school is willing to ensure all teachers are made aware of the requirements of the University ITE Curriculum and placement expectations, which must be met by all trainees.
- The school supports the university's quality assurance processes and its commitment to evaluating key aspects of school-based training, which it sees as vital to the process of continual improvement and successful training outcomes.
- The school has been identified as successful through processes of internal cluster group review, external review and inspection.

Procedures for the selection of a particular school as part of the ITE partnership may vary in the order that they occur but the usual pattern of events, in most instances, will be as follows:

1. The school is invited or requests to join the ITE partnership by the hub school within a cluster or through the Primary Partnership Lead;
2. Initial information about the programme and the partnership is sent to the school;
3. The Partnership Lead or a lead mentor will arrange to visit the school and meet with the Headteacher and other SLT whom will be involved with ITE;
4. On acceptance of partnership by both the school and the university, the school party sign the Primary Partnership Agreement which sets out roles & responsibilities of all participants and the deployment of monies for supply cover to schools.

A rigorous quality assurance process is undertaken to determine whether an Initial Teacher Training Partner identified as an OFSTED 'Inadequate' or 'Requires improvement' can undertake training. A Partnership Risk Assessment is completed by the lead mentor, in liaison with Partnership Lead, which identifies if and in what circumstances such a school/college/setting can undertake training. This is monitored and the other school experiences that a trainee working in these settings has is carefully planned and considered to ensure breadth of experience.

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CRITERIA AND PROCEDURES FOR THE REVIEW OF PARTNERSHIP SCHOOLS

Monitoring procedures may, on rare occasions, give rise to concerns that a partnership school is not fulfilling some of the agreed roles and responsibilities or partnership requirements. Any contributor to the monitoring and evaluation process, including the trainee teacher, the lead mentor, internal QA staff or external examiners, may raise such concerns.

Evidence may also arise from observation and assessment reports on trainee teachers, school cluster concerns, external examiners' reports and / or Ofsted reports.

Any concerns should, in the first instance, be brought to the attention of the Programme Director or Partnership Lead.

The following procedures, which may ultimately lead to de-selection will then be applied:

1. The lead mentor will review the information provided and decide a course of action to address this, in consultation with the Programme Director or Partnership Lead.
2. The lead mentor will offer additional advice, support and /or training to try to resolve the issues of difficulty.
3. The lead mentor, possibly in collaboration with the Primary Director or Partnership lead, will discuss the matters of concern and suggested resolution with the school's Headteacher.
4. The lead mentor will monitor and keep all parties informed of progress.
5. If points 1-4 above fail to resolve the problem there will be a formal review meeting between the Partnership Lead and / or the Programme Director and the head teacher to draw up an agreed action plan, with dates & personnel specified, to deal with the issues of concern.
6. If, in the unlikely event that the agreed action plan is not implemented, or does not lead to the desired improvements, the Programme Director will recommend de-selection and communicate this to the Headteacher of the partner school.

Similarly, schools may feel that the university is not fulfilling its agreed role and may then wish to approach the Lead Mentor, Partnership Lead and / or the Programme Director to make their concerns known and outline requirements for improvement if partnership is to continue.

SELECTION AND INTERVIEWING OF APPLICANTS

The recruitment and selection of trainees is by interview and conducted by University PGCE staff and supported by representatives from partner schools (this is typically completed online). The contribution of our partners in the interview process is an essential contribution to establishing our trainee teacher cohorts. The interviews are conducted in accordance with processes and procedures laid out by the recruitment and selection policy to meet requirements of the Secretary of State for entry to Initial Teacher Training programmes. Processes also adhere also to University policies which relate to fair and safer recruitment and selection.

Interview Panel members are required to be trained and briefed prior to their first interview, outlining the process and University Code of Practice on equal opportunities in student admission. They are guided by experienced university staff, to ensure all processes are completed impartially and in line with guidance.

Each PGCE applicant has an oral interview which lasts approximately 30 minutes and is comprised of a standard set of questions and activities with clear criteria for each. The set questions for the individual interviews are decided upon by the university primary core team partnership and are reviewed annually. Interviewers are briefed on the questions and the anticipated responses as part of the pre-interview briefing. Interviewers record, in detail, the responses of applicants. A moderation exercise across the recruitment process is conducted regularly by a core team member on interview days.

Colleagues from partnership schools are asked to:

- Be members of the interview panels;
- Make notes on candidates' responses to the questions/tasks set;
- Assist in the decision-making process of interviews using the interview criteria.
- Provide feedback on any proposed changes to questions/tasks prior to a new recruitment and selection cycle beginning

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PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR COLLEAGUES WITHIN THE PARTNERSHIP

The University of Manchester and the Primary and Secondary PGCE Teams are firmly committed to supporting partnership schools and, in particular, alumni of the University of Manchester with their professional development, and our work with our partners schools is extensive.

As part of our PGCE programmes, each year we offer a broad range of CPD activity, based on the needs of our trainees, ECTS and requests from school partners. Sessions are typically free of cost to partner schools and each year a CPD offer is shared.

Inclusion and Inspiration Conference

In addition to CPD sessions, we host an annual Inclusion and Inspiration conference open to all trainees, ECTS and partner schools. Inspirational guest speakers from across the University and PGCE partnership share their expertise and experience and give delegates an opportunity to discuss, debate and reflect upon the need for social justice in our education system. Participation enables delegates to:

Hear about the latest research on inclusive practice

Examine different approaches to inclusion in their specific context

Participate in practical, thought-provoking sessions which will enhance their classroom practice

Network with colleagues in university and schools.

Manchester School Research Cluster

The Primary PGCE Programme also offers the opportunity for a group of partner schools to work with university-based staff to look at a context-specific issue and to support the individual schools in developing and leading their own enquiry project. The research team lead 6 university and school support sessions for the participants to build understanding and confidence in designing a project question; identifying appropriate methodologies for data collection; evaluating data and presenting the data as an evidence-based poster at a conference for school-based colleagues. The aim is to build professional enquiry capability both for the individual participants and for the wider school community.

In addition to CPD activity offered by the PGCE teams, access to wider university events, research and initiatives is also available.

In addition, partners receive regular updates and information throughout the year about access to additional university events and research opportunities from within the Manchester Institute of Education and other university departments.

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PARTNERSHIP AGREEMENT SCHEDULE TWO

THIS AGREEMENT dated

BETWEEN:

THE UNIVERSITY OF MANCHESTER (a Royal Charter corporation registered under number RC 000797, an exempt charity) of Oxford Road, Manchester M13 9PL, United Kingdom ("the University"); and

_____ whose [registered office]
[principal place of business] is at _____ ("the School Partner"); and

Each also a Party or together Parties.

WHEREAS:

A The Partners and the University agree to work in partnership to provide a range of education, training and practical teaching experiences to support graduate trainees in achieving the award of Qualified Teacher Status and becoming effective and committed members of the teaching profession.

B The aim of the partnership is to develop teachers of the highest calibre, by supporting them through guided professional experience, informed by reflective practice and recent and relevant research. It seeks to foster an attitude towards learning that promotes high expectations and values diversity and respect for all social and cultural backgrounds.

C The University acting through The Head of ITE the Manchester Institute of Education has the expertise to conduct the academic teaching and assessment of the trainees.

D The Partners have the expertise to conduct the on-site training and assessment of the trainees at their own premises.

E The Partners and the University wish to define the basis on which they conduct the training.

1 Definitions

In these Conditions (unless the context otherwise requires):

"Background Intellectual Property" means any Intellectual Property made available by any Party for use in the Project or necessary to exploit the Foreground Intellectual Property, but not arising from and developed in the course of the Project and belonging to such Party or to which such Party has rights which permits its use in the Project and to exploit the Foreground Intellectual Property.

"Conditions" means the terms and conditions contained herein;

"Confidential Information" means all secret or not generally known information or information which is not easily accessible to others or of a commercially sensitive nature disclosed or made available in any way by one Party ("Discloser") to the other ("Recipient") for use in connection with the Project (including the Background Intellectual Property and Foreground Intellectual Property of the Discloser) and marked or labelled by the Discloser as "Proprietary", "Confidential" or "Sensitive" at the time of disclosure.

"Contract" means the contract between the University and the Partner for the sale and purchase of the Services as described in Schedule 1;

"Foreground Intellectual Property" means any Intellectual Property arising from and

developed in the course of the Project.

“Intellectual Property” means all intellectual and industrial property rights including without limitation patents, know-how, trade-marks, registered designs, applications for and rights to apply for any of the foregoing, unregistered design rights, unregistered trade-marks and copyright (including, without limitation, copyright in drawings, plans, specifications, designs and computer software), database rights, topography rights, any rights in any invention, discovery or process, in each case in the United Kingdom and all other countries in the world.

“Normal Business Hours” means the hours between 9am and 5pm, Monday to Friday excluding public holidays;

“Services” means the services (or any instalment of part thereof) described in Schedule 1 to be undertaken by any Party;

“VAT” means Value Added Tax. Where Value Added Tax is applicable, all payments under this Agreement shall be accompanied by Value Added Tax at the rate for the time being in force.

1.2 Headings in these Conditions shall not affect their interpretation.

1.3 A person includes a natural person, corporate or unincorporated body (whether or not having separate legal personality).

1.4 A reference to a statute or statutory provision is a reference to it as it is in force for the time being, taking account of any amendment, extension, or re-enactment and includes any subordinate legislation for the time being in force made under it.

1.5 A reference to writing or written includes faxes and e-mail.

1.6 Any obligation in this Agreement on a person not to do something includes, without limitation, an obligation not to agree, allow, permit or acquiesce in that thing being done.

2 Fees and Payment

2.1 The University will pay to the Partner the fees as set out in Schedule 1.

2.2 VAT, where applicable, must be shown separately on all invoices.

2.3 Fees may be varied from year to year, and the Parties will discuss and agree such fees annually in advance.

3 Quality

3.1 The Parties will use reasonable endeavours to provide adequate facilities; to obtain any requisite materials, equipment and personnel; and to carry out the Services diligently in each case. The Services will be carried out by the Parties to the highest standards in the field.

3.2 The Partners will ensure that the Services are carried out in compliance with the University's standards as notified in advance and that Partners reach and maintain the required standard of accreditation. Should a Partner fail to reach the required standard at any time, the University will inform the Partner as soon as reasonably possible. The Parties will discuss and agree together whether the Services will be provided by an alternate Partner, or if the Contract should be terminated.

3.3 Should a trainee fail to reach the required standard at any time, the Partner will inform the University as soon as reasonably possible. The Parties will discuss and agree together suitable actions and targets of the trainee, which may lead to the placement being repeated.

3.4 In the event that either Party should be unable to meet the required standards, then the

Parties will discuss and agree together measures to rectify the situation.

3.5 The Parties agree to communicate openly and honestly and strive for excellence in the training they provide, discharging the roles and responsibilities described in this document and in the Professional Placements Handbook.

4 Trainees

4.1 Trainees will be registered as students with the University and will be subject to the University's regulations. Should the trainee have a grievance, they will bring it to the attention of the University in the first instance. The University will take such action as prescribed in its policies and procedures.

4.2 While on the premises of the Partner, the trainee will follow all reasonable instructions as regards to behaviour and health and safety as are notified to them.

4.3 Trainees will follow the administrative procedures of the Partner as regards sickness and absence while on placement, and will inform the University of any such absence as soon as possible.

4.4 In the event that a trainee is unable or unwilling to begin or complete a placement the University and Partner will discuss the reasons for the unavailability, and agree a postponement or termination of the placement.

5 Term and Termination

5.1 The Contract shall come into force on 1st September 2018, unless otherwise agreed between the Parties. The terms shall be for three years, renewable thereafter in annual periods to a maximum term of five years.

5.2 A Party may terminate this Contract by giving three months' notice in advance to the other Parties. In the event that the Contract is terminated during the course of a period of placement, then the Parties will work together to ensure that all trainees registered will be able to complete the placements and achieve (subject to reaching the necessary standards) the appropriate award.

5.3 Any Party shall be entitled to terminate the Contract without liability to the other forthwith upon written notice is in material breach of its obligations under the Contract and fails to remedy the breach (when capable of remedy) within 30 days of a notice from the innocent Party specifying the breach.

6 Intellectual Property

6.1 Any and all Background Intellectual Property is and shall remain as between the Parties, the exclusive property of the Party making such Background Intellectual Property available. Each Party hereby grants to the other Party a non-exclusive, royalty-free licence to use its Background Intellectual Property for the purpose of carrying out the Services and for no other purpose whatsoever.

6.2 Foreground Intellectual Property shall be the property of the Party creating it. Each Party grants to the other a royalty-free, non-exclusive license to use such Foreground Intellectual Property for the purpose of carrying out the Services and for no other purpose whatsoever.

7 Liability

7.1 Each Party undertakes to indemnify and hold harmless the other and its employees, trainees, agents and appointees from any and all claims arising from allegations made by third parties in connection with the use by the other Party and its employees, trainees, agents and appointees of data and/or materials supplied by the first Party to the other for use on the Services or otherwise.

7.2 Subject to Clause 7.4, no Party shall have liability for any loss of profit (direct or indirect); loss of revenue, loss of production or loss of business (in each case whether direct or indirect); loss of goodwill, loss of reputation or loss of opportunity (in each case whether direct or indirect); loss of anticipated saving or loss of margin (in each case whether direct or indirect); liability to third parties (whether direct or indirect); or indirect, consequential or special loss arising out of or in connection with this Contract, whether in contract, tort, misrepresentation, under statute or otherwise, howsoever caused including negligence and any liability under an indemnity contained in this Contract and/or arising from a breach of, or a failure to perform or defect or delay in performance of, any of Parties obligations under this Contract.

7.3 In any event, the maximum liability of any Party to the other under or otherwise in connection with this Contract or its subject-matter shall, subject to Clause 7.4, not exceed the amount for a single incident specified in the Party's insurance policy.

7.4 Nothing in this Contract shall restrict the liability of any Party for death or personal injury arising from its negligence or for fraud.

7.5 If any sub-Clause of this Clause 7 is held to be invalid or unenforceable under any applicable statute or rule of law then it shall be deemed to be omitted, and if as a result any Party becomes liable for loss or damage which would otherwise have been excluded then such liability shall be subject to the remaining sub-Clauses of this Clause 7.

8 Force majeure

8.1 No Party shall be liable to the others or deemed to be in breach of Contract by reason of any delay in performance or any failure to perform any of its obligations in relation to the provision of the Services, if the delay or failure was beyond its reasonable control including (but not limited to) strikes, lock-outs, accidents, war, fire, reduction in or unavailability of power or breakdown of plant or machinery. If the cause of such suspension shall continue for more than 6 months either Party shall have the right to terminate the Contract upon giving not less than 7 days' prior written notice to the other and the only liability of the University shall be to pay the Partner for the Services performed prior to the date of such suspension.

9 Publicity

9.1 Neither the University nor the Partner shall use the name of the other in any press release or product advertising, or for any other commercial purpose, without the prior written consent of the other.

9.2 All marketing materials shall be agreed between the Parties in advance of publication. All proposed marketing materials shall be sent by the publishing Party to the other not less than thirty (30) days in advance of publication or presentation, for approval by the other Party, such approval shall not be unreasonably withheld or delayed. The receiving Party has thirty (30) days to raise any reasonable objections to the marketing material.

9.3 Notification of the requirement for delay in submission for publication or presentation must be received by the publishing Party within thirty (30) days following receipt of the proposed publication or presentation to the other Party failing which the other Party shall be deemed to have approved the proposed marketing material.

10 Confidentiality

10.1 Each Party will use reasonable endeavours not to disclose to any third party any Confidential Information and not to make to any third party any disclosure of Confidential Information which would prejudice either the rights of the other Party under or pursuant to this Contract. Any information disclosed orally that is identified as Confidential Information shall be confirmed in writing within 30 days of disclosure and will be treated the same as if it had been reduced to a tangible form at the time of disclosure.

10.2 The Recipient shall be entitled to use the Confidential Information only for the purposes of the Services and to disclose the Confidential Information in confidence to such of its employees that need to know in order to carry out that Party's obligations under this Contract.

10.3 The Recipient shall incur no obligation under Clause 10.1 with respect to information which:

10.3.1 is known to the Recipient before the commencement date, and not impressed already with any obligation of confidentiality to the Discloser; or

10.3.2 is or becomes publicly known without the fault of the Recipient; or

10.3.3 is obtained by the Recipient from a third party in circumstances where the Recipient has no reason to believe that there has been a breach of an obligation of confidentiality owed to the Discloser; or

10.3.4 is independently developed by the Recipient; or

10.3.5 is approved for release in writing by an authorised representative of the Discloser; or

10.3.6 the Recipient is specifically required to disclose pursuant to an order of any Court of competent jurisdiction in order to fulfil the Court Order but the Recipient is only released from its obligation to the extent of such order.

10.4 Each Party acknowledges that the other is subject to the provisions of the Freedom of Information Act 2000 (as amended from time to time) and that each Party is therefore subject to legal duties which may require the disclosure of information in relation to this contract. If any Party holds information in relation to this Contract on behalf of the other, the other agrees to assist and cooperate with the University to enable it to comply with the Freedom of Information Act 2000.

10.5 The University will ensure that any trainee is made aware of the provisions of Clause 10 and Clause 11, and will arrange the trainee's signed agreement to abide by the terms of the Contract.

11 Data Protection

11.1 Each Party agrees to comply with its obligations as set out in Schedule 3 (Data Protection) of this Contract.

12 Notices

12.1 Notices and reports shall until further notice, or unless otherwise instructed, be sent to the signatory to this Contract at the address stated at the head of the document.

12.2 The report or notice will be deemed to have been duly made, delivered or served:

12.2.1 if delivered by hand, at the time of delivery;

12.2.2 if delivered by post, 48 hours after being posted or in the case of Airmail 14 days (excluding Saturdays, Sundays and public holidays) after being posted.

13 Dispute Resolution

13.1 The Parties shall attempt in good faith to negotiate a settlement to any dispute arising between them out of or in connection with this Contract within 30 working days of the dispute arising.

13.2 If the dispute cannot be resolved, then the Parties shall attempt to settle it by mediation in accordance with the Centre for Dispute Resolution ("CEDR") Model Mediation Procedure from time-to-time in force.

13.3 To initiate the mediation a Party to this Contract must give notice in writing (the "ADR Notice") to the other Party requesting a mediation in accordance with this Clause 13. The mediation is to take place not later than 30 working days after the ADR Notice. If there is any issue regarding the

conduct of the mediation upon which the Parties cannot agree within 14 working days of the ADR Notice, then CEDR shall, at the request of either Party, decide the issue for the Parties, having consulted with them. Unless otherwise agreed by the Parties, the place of mediation shall be nominated by the mediator.

13.4 Unless otherwise agreed, all negotiations connected with the dispute and any settlement shall be conducted in confidence and without prejudice to the rights of the Parties in any future proceedings.

13.5 If the Parties reach agreement on the resolution of the dispute, the agreement shall be reduced to writing and shall be binding on the Parties once it is signed by each Party.

13.6 If the Parties fail to reach agreement within 60 working days of the initiation of the mediation, or such longer period as may be agreed by the Parties, then any dispute or difference between them may be referred to the courts.

13.7 The commencement of a mediation shall not prevent the Parties commencing or continuing court proceedings.

14 Bribery Act

14.1 Each Party shall, and shall procure that persons associated with it who are working under this Contract, shall:

14.1.1 comply with all applicable laws, statutes, regulations and sanctions relating to anti-bribery and anti-corruption, including but not limited to the Bribery Act 2010 and any guidance provided by the British Council from time to time;

14.1.2 not engage in any activity, practice or conduct which would constitute an offence under sections 1, 2 or 6 of the Bribery Act 2010 if such activity, practice or conduct had been carried out in the United Kingdom;

14.1.3 have in place throughout the Services, its own policies and procedures relating to anti-bribery and anti-corruption, including but not limited to adequate procedures under the Bribery Act 2010 to ensure compliance with the Bribery Act 2010 and will enforce them where appropriate; and

14.1.4 promptly report to the other Party any request or demand for any undue financial or other advantage of any kind received by or on behalf of the Sponsor in connection with the performance of this Contract.

14.2 For the purpose of this Clause 14, the meaning of "adequate procedures" and "foreign public official" and whether a person is associated with another person shall be determined in accordance with section 7(2) of the Bribery Act 2010 (and any guidance issued under section 9 of that Act), sections 6(5) and 6(6) of that Act and section 8 of that Act respectively. For the purposes of this Clause 14, a person associated with either Party includes, but is not limited to, any subcontractor of that Party.

15 Law and Jurisdiction

15.1 This Contract shall be construed and governed in accordance with English Law and the Parties agree to submit to the non-exclusive jurisdiction of the English Courts for all contractual and non-contractual disputes.

16 General

16.1 These Conditions shall apply to the Contract to the exclusion of any other terms and conditions contained or referred to in any acknowledgment of any purchase order, form of Contract, letter, or other communication sent by the one Party to the other.

16.2 Any concession made or leeway allowed by one Party to any other shall not affect the strict rights of the Parties under the Contract.

16.3 If in any particular case any of the Clauses in this Contract shall be held to be invalid or shall not apply to the Contract the remaining Clauses shall continue in full force and effect.

16.4 No variation to these terms and conditions shall be binding unless expressly agreed in writing by the Parties.

16.5 In the event of any inconsistency between these terms and conditions and any other document or form of communication between the Parties these terms and conditions shall prevail unless expressly varied in writing and signed by the Parties.

16.6 No person who is not a Party to this Contract is entitled to enforce any of its terms, whether under the Contracts (Rights of Third Parties) Act 1999 or otherwise.

16.5 If any Party's employees engaged in providing the Services attend premises under the control or in the possession of another Party, that Party agrees that they will act at all times in accordance with the rules and regulations of the host Party.

16.6 This agreement may be executed in any number of counterparts, and by the parties on separate counterparts, each of which so executed and delivered shall constitute an original, but all the counterparts together shall constitute one and the same instrument.

AS WITNESS the hands of authorised signatories for the Parties on the date first mentioned above.

(refer to page at front of this agreement).

SCHEDULE 3
DATA PROTECTION

1. DEFINITIONS

In this Schedule the following definitions shall apply:

Controller, Processor and Data Subject	shall have the meaning given to those terms in the applicable Data Protection Laws;
Data Protection Laws	means any data protection legislation from time to time in force in the UK including the Data Protection Act 2018 (DPA) or any successor legislation and (for so long as and to the extent that the law of the European Union has legal effect in the UK) the GDPR and any other directly applicable European Union regulation relating to protection of individuals with regards to the Processing of Personal Data;
Data Processing Particulars	means, in relation to any Processing under this Agreement: (a) the subject matter and duration of the Processing; (b) the nature and purpose of the Processing; (c) the type of Personal Data being Processed; and (d) the categories of Data Subjects.
GDPR	means Regulation (EU) 2016/679 of the European Parliament;
ICO	means the UK Information Commissioner's Office, or any successor or replacement body from time to time;
Losses	means all losses, penalties, liabilities, damages, costs, charges, claims, amounts paid in settlement and expenses (including reasonable legal fees), disbursements, costs of investigation (including forensic investigation), litigation, settlement (including ex gratia payments), judgment, interest and penalties), other reasonable professional charges and expenses, disbursements, cost of breach notification including notifications to the data subject, cost of complaints handling (including providing data subjects with credit reference checks, setting up contact centres (e.g. call centres) and making ex gratia payments), all whether arising in contract, tort (including negligence), breach of statutory duty or otherwise;
Personal Data	means any personal data (as defined in the Data Protection Laws) Processed by either Institution in connection with this Agreement, and for the purposes of this Agreement includes Special Category Data (as such Personal Data is more particularly described in Appendix 1 (<i>Data Processing Particulars</i>));
Personal Data Breach	has the meaning set out in the Data Protection Laws and for the avoidance of doubt , includes a breach of Paragraph 2.2.2(c);
Processing	has the meaning set out in the Data Protection Laws (and Process and Processed shall be construed accordingly);
Restricted Country	means a country, territory or jurisdiction outside of the European Economic Area which the EU Commission has not deemed to provide adequate protection in accordance with

Security Requirements	Article 45(1) of the GDPR; means the requirements regarding the security of Personal Data, as set out in the Data Protection Laws (including, in particular, the sixth data protection principle of the DPA and/or the measures set out in Article 32(1) of the GDPR (taking due account of the matters described in Article 32(2) of the GDPR)) as applicable; and
Special Category Data	means Personal Data that reveals special categories of data as are listed in Article 9(1) of the GDPR, namely, race, ethnic origin, politics, religion, trade union membership, genetics, biometrics (where used for identification purposes), health, sex life or sexual orientation.

2. DATA PROTECTION

2.1 Nature of the Processing

2.1.1 The Parties acknowledge that the factual arrangements between them dictate the role of each Institution in respect of the Data Protection Laws. Notwithstanding the foregoing, each Party agrees that the nature of the Processing under this Agreement will be as follows:

- (a) the Parties shall each Process the Personal Data;
- (b) each Party shall act as a Controller in respect of the Processing of the Personal Data on its own behalf and in particular each shall be a Controller of the Personal Data acting individually and in common, as follows:
 - (i) Manchester shall be a Controller where it is Processing Personal Data in relation to the management and administration of the provision of the PGCE at Manchester and
 - (ii) The Partner shall be a Controller where it is Processing Personal Data in relation to the management and administration of the PGCE at the Partner

2.1.2 Each of the Parties acknowledges and agrees that Appendix 1 (*Data Processing Particulars*) is an accurate description of the Data Processing Particulars.

Data Controller Obligations

Each Party shall in relation to the Processing of the Personal Data comply with its respective obligations under the Data Protection Laws.

Without limiting the generality of the obligation set out in Paragraph 2.2.1, in particular, each Party shall:

- a) ensure that all fair processing notices have been given (and/or, as applicable, consents obtained) and are sufficient in scope to enable each Party to Process the Personal Data as required in order to obtain the benefit of its rights and to fulfil its obligations under this Agreement in accordance with the Data Protection Laws;
- b) ensure that all Personal Data disclosed or transferred to, or accessed by, the other Party is accurate and up-to-date, as well as adequate, relevant and not excessive to enable either Party to Process the Personal Data as envisaged under this Agreement;
- c) ensure that appropriate technical and organisational security measures are in place sufficient to comply with:
 - at least the obligations imposed on the Controller by the Security Requirements;
 - d) and where requested the Partner shall provide to Manchester evidence of its compliance with such requirements;
 - e) support the other Party to make any required notifications to the ICO and/or other equivalent relevant regulator and affected Data Subjects;

f) notify the other Party in writing without undue delay and, in any event, within twenty-four (24) hours of it becoming aware of any actual or suspected Personal Data Breach in relation to the Personal Data received from the other Party and shall, within such timescale to be agreed by the Party (acting reasonably and in good faith):

g) implement any measures necessary to restore the security of compromised Personal Data; and

h) support the other Party to make any required notifications to the ICO and/or other equivalent relevant regulator and affected Data Subjects;

i) take reasonable steps to ensure the reliability of any of its personnel who have access to the Personal Data;

j) not transfer any Personal Data it is Processing to a Restricted Country; and

k) hold the information contained in the Personal Data confidentially and under at least the conditions of confidence as such Party holds Personal Data Processed by it other than the Personal Data.

2.3 Transfer of Special Category Data

2.3.1 The Parties may Process Special Category Data in relation to the activities carried out under the Agreement (including in the event of an emergency). Where this is the case, the legal basis for such Processing of Special Category Data pursuant to Article 9(2) of the GDPR is performance of the contract/legitimate interests.

Appendix 1

Data Processing Particulars

The subject matter and duration of the Processing	Provision of the PGCE programme as set out in Schedule 1 Duration of the Processing will be in line with Manchester's records retention policy. The legal basis for the Processing is performance of the contract/legitimate interest/
The nature and purpose of the Processing	Communication between the Parties in relation to the Contracts re the provision of the PGCE Programme "
The type of Personal Data being Processed	Routinely Processed Personal Data: Names, Date of Birth Sex Gender Nationality Email and postal addresses Evaluation performance information in the forms included in relevant programme handbooks2
The categories of Data Subjects	The Trainees