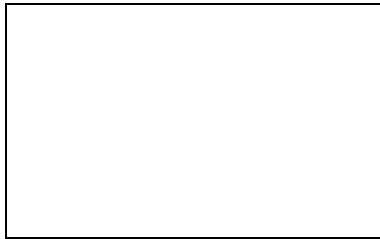




2012 - 2013

**Initial Teacher Training
Partnership Agreement**



**Securing High Quality Outcomes
Achievement, Attainment,
Employability**



Introduction

The purpose of this combined Primary and Secondary Partnership Agreement is to set out management structures, roles and responsibilities in relation to the Initial Teaching Training Partnership between Liverpool John Moores University and its training partners. *1

The Faculty of Education, Community and Leisure at Liverpool John Moores University has had a long tradition of working in partnership with schools to provide high quality initial teaching training. The management and delivery of the programmes will be governed by the current Secretary of State's Requirements for Initial **Teacher Training and the Teachers' Standards effective from September 2012.**

These documents and the Framework and Handbook for the Inspection of Initial Teacher Training (TA/OfSTED 2012-2015) have been used by the Liverpool John Moores University Partnership to revise the Partnership Agreement in order to ensure that ITT programmes offered by the partnership maintain the highest standards in relation to planning, delivery and quality assurance.

A key indication of the effectiveness of Initial Teacher Training is how well trainees perform as teachers at the end of their training programme and in their first year as newly qualified teachers. **The focus on the Partnership will be to secure High Quality Outcomes in Achievement, Attainment and Employability.**

In conjunction with information contained on the Partnership website (revised July 2012) this Secondary/Primary Partnership Agreement addresses the essential elements of training, which must combine effectively to ensure that trainees who are awarded Qualified Teacher Status can demonstrate that they meet the Teachers' Standards required by the **Teaching Agency** *2.

It sets out the contribution to the training process, which will be made by Liverpool John Moores University, training partners and trainee teachers in relation to key factors such as:

- The recruitment and selection of trainee teachers;
- The quality of university and placement experience;
- The assessment of trainees against the Teachers' Standards for QTS;
- The management and quality assurance of the programmes.

The document is organised as follows:

Section A:	General Responsibilities of Liverpool John Moores University and Partner establishments
Section B:	Partnership Development
Section C:	Allocation of Resources
Section D:	Academic, Pastoral and Placement Experience Support
Section E:	Assessment of Trainee Teachers
Section F:	The Impact of Partnership (Specific Roles and Responsibilities of University, Partners and trainee Teachers)

Appendices: Containing essential information relating to the Partnership Agreement.

Throughout this document reference is made to the Placement Information website, this information can also be accessed via the following link: <http://www.itt-placement.com>

*1 From September 2007 initial teacher training for the 11-19 phase now takes place in schools, colleges and other educational establishments, contexts and settings that will be referred to as 'placement experience' rather than 'school experience' or 'teaching practice'. However, throughout this document the majority of the text refers to 'School' partners.

*2 Teaching Agency (TA) is the revised name for the Training and Development Agency from April 1st 2012



Liverpool John Moores University
Faculty of Education, Community and Leisure

Liverpool John Moores University is pleased to work in continuing partnership with schools, colleges and other educational establishments, contexts and settings on Merseyside and beyond, to educate Primary and Secondary trainee teachers who are highly skilled and committed to the improvement of the education of the children and young people with whom they work.

The University will strive to meet its roles and responsibilities in relation to this partnership and will endeavour to work alongside all partners to support the continuation of high quality ITT provision.

Signed on behalf of Liverpool John Moores University

A handwritten signature in black ink that reads "J. Murphy".

Janet Murphy
(Director of Teacher Education and Professional Learning)
Faculty of Education, Community and Leisure)

Please ensure that you complete and return the Partnership Agreement Contract (Form A) and the Health and Safety form disseminated alongside this document.

NB: By providing a work-related placement for trainee teachers your school/establishment are agreeing to abide by the principles of the Partnership Agreement and enter into a contract with LJMU to provide a quality training experience.

If there are any issues relating to the contents and requirements of the Partnership Agreement from all parties perspective then formal contact should be made to the Partnership Manager.

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SECTION A: GENERAL RESPONSIBILITIES OF LIVERPOOL JOHN MOORES UNIVERSITY AND PARTNER ESTABLISHMENTS

The ITT Partnership should be a collaborative venture in which schools play a leading role with HEIs to ensure the highest quality outcomes for trainees and the profession.

All partners have a joint responsibility for ensuring that the training and professional development provided is relevant and meets the needs of individuals and the changing needs of the profession.

These responsibilities are facilitated through the committee structures set out in Appendix 1. The Faculty ITT Partnership Management Groups along with the Faculty Directorate of Teacher Education and Professional Learning oversees these processes.

The Partnership Agreement is revised annually in consultation and collaboration with internal university staff through the Partnership Management Group and externally at the Partnership Steering Committees.

Management of the Development of ITT Programmes in Consultation with all Partners

A1. The University will ensure that all partners are active participants in the development and improvement of ITT programmes by:

- establishing and enabling Primary and Secondary Steering committees to review and inform the University curriculum and training experience;
- establishing subject tutor working groups to inform subject teams about current curriculum and teaching and learning issues;
- inviting and enabling colleagues from schools/establishments to contribute to University based sessions where their expertise is current and relevant;
- inviting colleagues from school and other establishments to take part in interview and selection days.
- contributing to the development and evaluation of ITT programmes via attendance at scheduled school-based tutor meetings, completion of an overall partnership evaluation survey, providing University the University Liaisons with regular feedback on the partnership and feedback to representatives on the Faculty Partnership Management Group.
- enabling partnership tutors to engage with the Framework for Mentor Recognition and Accreditation.
- consulting partners about the planning of new courses and existing course review. They may be asked to attend validation events as 'expert practitioners'.

A2. Partnership establishments will be responsible for:

- co-ordinating the placement experience programme;
- monitoring the trainee's effectiveness within the placement context;
- participating in the assessment of trainees against the Teachers' Standards for QTS, and engage in cross-moderation;
- taking part in partnership development in the wider context of partnership.

A3. Adherence to NW Education Department's Code of Practice re Recruitment of Teachers

The University will follow the Code of Practice in supporting its trainee teachers in their search for employment (See Appendix 4)

A4. Additional Information

The Partnership's Internal Quality Assurance procedures are carried out through the Partnership Link and the University Liaisons, Internal and External Moderation, Partnership Evaluation Survey and Trainee Evaluation Surveys.

The content and delivery of each of the ITT programmes can be found on the Placement Information website located at <http://www.itt-placement.com>

A4 (i) Promoting Equality and Diversity

Liverpool John Moores University and Faculty of Education, Community and Leisure are committed to promoting practices that take into account the rights of individuals to be treated with dignity and respect. It recognises that discrimination, victimisation, bullying and harassment may be experienced in a number of ways, including day-to-day interaction with colleagues, peers and visitors, students/trainee teachers, university and school-based staff as well as pupils in schools and members of the public that trainee teachers may come into contact with.

The aim is to promote a positive environment and reduce stress, illness and absenteeism and prevent any individual from being forced to give up work or studies because of perceived issues in this area.

In partnership with schools and educational establishments we aim to provide appropriate placements that are a welcoming environment which will promote Equality of Opportunity and Respect for Diversity to meet the needs of our diverse student population.

The University does not tolerate any form of discrimination which it recognises as unacceptable, discriminatory and unlawful, and is proactive in ensuring that people are treated fairly. This commitment to promoting equality for all extends to all partnership work, including partnership in Initial Teacher Training. The University is mindful of and seeks to ensure compliance with its statutory obligations, the Equality Act (2012) ITT Requirements (R3.3) and the QAA Code of Practice (e.g. Section 9, Work-based and Placement Learning, 2007).

Details of LJMU Equality and Diversity policies, schemes and action plans can be found at <http://www.ljmu.ac.uk/EOU>. Any concerns should be raised with the Director of Teacher Education and Professional Learning.

A4 (ii) Trainees with Individual Needs

The Faculty is sensitive to its responsibility in providing training that meets the individual needs of its trainees. Some trainees may declare their individual needs at the start of the course and others are identified during training.

These trainees are provided with an Individual Learning Plan by the University as appropriate.

The Faculty will encourage such trainees to make their individual needs known to the placement tutors so that support can be facilitated. The Partnership is committed to ensuring that individual needs are met during placement experience as part of the equal opportunities policy.

A4 (iii) Criminal Records Bureau Disclosures

All trainees registered on ITT and other degree programmes which bring them into contact with children and/or vulnerable adults are required to apply for an enhanced CRB Disclosure through the University.

The Faculty has a Criminal Convictions Panel with representation from across the Partnership at which any trainee whose enhanced CRB shows evidence of a Police record is considered in the context of their suitability to remain on their chosen course of study.

In instances where the enhanced CRB Disclosure may be awaited from the CRB at the placement start date, trainees will be checked against List 99 and the Work-related Learning Unit staff will contact schools for agreement as to whether the trainee can begin their school experience in the meantime.

Any trainees who are removed from or leaving a training programme as a result of misconduct will have been reviewed by a 'fitness to practise' panel which includes an independent representative from a partner institution and are subsequently referred to the Student Policy and Regulations Department who will inform the trainee of the outcome and appeal process. (<http://www.ljmu.ac.uk/corporate/SPR/90523.htm>)

A4 (iv) Medical Clearance

The University has a responsibility regarding trainees following programmes which lead to professional qualifications. All ITT courses include work placements involving contact with children and/or vulnerable adults, the University has a duty to both the trainee and to the public to ensure that any risk of harm is minimised. Consequently the University has a duty to undertake an occupational health screening to ensure that trainees are fit to train for a teaching career. It is also intended to identify support measures which are needed for trainees to train effectively and safely.

An offer of a place to study on a teacher training programme is conditional upon the applicant being deemed fit to practise. If any concerns arise during training over a trainee's fitness to practise, the University is required to investigate and address the issue. <http://www.ljmu.ac.uk/OccupationalHealth/test/117624.htm> This may lead to a fitness to practise panel being held.

A4 (v) Welfare and Safeguarding of Children and Young People

In order that a Trainee may fully support the children/young people in the placement learning environment it is essential that they are aware of the full range of school policies (welfare, bullying, assessment data etc.) and information relating to the pupils/students that they are working with, and any social, emotional and special needs information that may have an immediate impact upon their well-being and potential achievement.

A4 (vi) Reciprocal International Placements

When on placement abroad trainee teachers remain subject to the LJMU Code of Professional Conduct (see appendix 5).

All Trainees, International and home are also under the jurisdiction of the Code of Conduct of the host Institution. Please refer to the relevant Memorandum of Understanding.

A4 (vii) Alternative Placements

Trainees on ITT programmes may, for part of their training be provided with opportunities to engage in alternative work-related placements. These may be in non school environments or in schools outside England. The Faculty will take responsibility for monitoring and assuring the quality of such placements in supporting the trainees to meet QTS Standards.

A4 (viii) Duty of Care

The University will inform partners of events which might adversely affect the quality of the partnership and suggest compensatory measures necessary to maintain trainee teacher entitlement, and the quality of training and assessment.

The University has a duty to demonstrate reasonable care for trainees undertaking placement experiences.

NB: The standard declaration required in relation to insurance for placement activity accompanies the Partnership Agreement and should be agreed by the Head Teacher/Principal before a trainee teacher takes up a placement. If the Partner establishment cannot comply with the declaration they should consult the Partnership Manager immediately.

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SECTION B: PARTNERSHIP DEVELOPMENT

The University has a key role in providing quality professional development and support for school based tutors in ensuring that the training in schools meets the highest standards and supporting the professional development of others.

B1. Mentor Development

The University will:

- provide core mentor training which will address quality training provision;
- make payments to schools to facilitate the release of mentors to take part in Partnership Development events;
- make training available on line and in school based settings;
- provide accredited programmes in mentoring and coaching, and in other areas required by the partners;
- respond speedily to requests for onsite support from school tutors by the University Liaisons or partnership links.

B2. Quality Assurance: Selection & Monitoring of Partners

In consultation with partner institutions and with the Faculty Partnership Management Group,

The University will:

- provide guidelines and effective selection criteria for partners which are clear and take account of key indicators including:
 - OfSTED reports;
 - test and examination results;
 - national curriculum/examination coverage;
 - exclusion rates;
 - commitment to and previous successful experience of involvement in ITT;
 - engagement in mentor recognition and accreditation;
- provide extra support and guidance when a partner or department does not meet the criteria;
- if necessary, implement de-selection procedures when a partner no longer meets the training criteria.

B3. Appointment and Responsibility of Partnership Tutors

Partners will undertake to designate well-qualified teachers for the roles of:

- Professional Mentor who has overall responsibility for providing an appropriate training programme for all trainees placed in their establishment with a focus on General Professional Studies. The professional mentor will provide support, develop and monitor the work of the school-based tutor and take overall responsibility for the final assessment of the trainee.
- School-based tutors for secondary trainees who will take responsibility for providing for the trainees a full national curriculum experience, and the experience of working alongside a high quality department.
- School-based tutors (classroom practitioners) for Primary and Early Year's trainees who will take responsibility for providing trainees with a full national curriculum experience, and the experience of working alongside high quality practitioners.
- The school-based tutor (classroom practitioner) will take responsibility for the day to day guidance, training and assessment in consultation with the professional mentor.

B4. De-selection of Partners:

Judgements on the suitability of a partner school will be made regularly by the Partnership Management Group.

Where a partner is unable to meet its responsibilities (particularly due to poor Ofsted Reports/Special measures, health and safety issues or inability to provide a quality training opportunity) the nature of the support will be monitored and assessed by the Partnership Management Group in consultation with the Partnership institution.

Support will be provided with the aim of encouraging the partner to remain in partnership and to working to develop and improve the quality of the placement provision.

In cases where there is a real concern about the capacity of the partner to support a placement experience, the Partnership Management Group will declare that the particular partner concerned is no longer 'fit for purpose'.

SECTION C: ALLOCATION OF RESOURCES

C1. Allocation of monies for Placement Experience

- a) All PGCE Early Years, Primary and KS2/3 (Primary) Undergraduate placements will receive between £9.45 and £13 per day. For individual programme breakdown please contact the Partnership Manager.
- b) All PGCE Secondary and FE, PESD and KS2/3 (Secondary) Undergraduate placements will receive £10 per day. Establishments taking paired trainees may be eligible for additional funding. For individual information please contact the Partnership Manager.

C2. Allocation and Availability of Resources to Partners for Placement Experience

The transfer of funds and resources is in recognition of the roles and responsibilities of partner establishments. In this transaction, the partner agrees to:

- plan a training programme to meet the needs of the individual trainee;
- designate a professional mentor and school-based tutor(s)/classroom teacher;
- provide a weekly protected hour for training and individual review and target setting;
- undertake regular observation/analysis with verbal and written feedback to support the target setting progress;
- undertake review, reporting and moderation of the trainee's acquisition of the Teachers' Standards QTS;
- complete the review forms for each trainee as required by the programme;
- contribute to the trainee's Career Entry and Development Profile where applicable;
- participate in mentor and partnership development activities including attendance of school tutors at appropriate training sessions;
- complete an annual review/evaluation documentation for the partnership.

NB: The payment will be transferred to partners at the end of the training placement, on receipt of the completed review form for each trainee.

C3: The student fee will support the following costs to the university:

- Payment to schools/establishments;
- Teaching and assessment activities;
- Support/payment for visiting lecturers;
- Selection and interviewing activities;
- Management of Criminal Records Bureau checks;
- Initial needs assessment of trainees, subject and skills audit tracking and provision of individual differentiated support;
- Design and production of documentation to support placement and university-based training;
- Staff development for all university-based staff involved in management, administration, delivery and quality assurance of university-based training;
- Quality assurance processes, including programme validation and review and annual programme and partnership evaluation processes;

- Marketing/advertising of QTS programmes;
- Work-related Learning Unit and support for trainee placements;
- Provision and training of the University Liaisons;
- School-based tutor training activities;
- Moderation process for school based assessment;
- Provision of external examiners for all programmes;
- Support for Faculty Partnership Management Group;
- Provision of library and ICT facilities and resources including e-learning resources;
- Provision of welfare, support, counselling and medical services for trainees;
- Provision of procedures to respond to trainee appeals and grievances;
- Compliance with current OfSTED and Government Agency statutes;
- Liaison with TA/OfSTED;
- Travelling expenses for university (the University Liaisons);
- Travelling expenses for trainees not in receipt of a training bursary;
- Involvement in initiatives to develop Initial Teacher Training and Partnership;
- Ensuring that a relevant applied research base informs practice, and raises the standard of learning and teaching for pupils, trainees, placement and university-based tutors.

SECTION D: ACADEMIC, PASTORAL AND PLACEMENT EXPERIENCE SUPPORT

HEIs and schools/establishments have a joint responsibility for ensuring the consistency, balance and progression of a high quality training and professional development programme for all trainee teachers and leaders across the Partnership.

The University will:

- make the expectations and requirements of training explicit to partners and provide forums for sharing good practice;
- provide training for mentors and the University Liaisons which supports and encourages consistent expectations and practice in training and assessment;
- monitor and evaluate the effectiveness of partners in meeting the expectations and support improvement in practice;
- provide bespoke professional development to support consistency in practice to partners in ITT

Detailed guidance on the development of such a programme is provided on the Placement information website.

The University, in consultation with partners, undertakes to devise an integrated curriculum that trainees follow both in the University and on placement experience.

D1. Education, Curriculum and Trainee support

The University will provide:

- an appropriate and relevant education and training which includes subject specific studies and related subject pedagogy;
- a general professional studies programme supported by professional development activities;
- opportunity to evaluate and reflect on their practice and impact on learners;
- learning resources and facilities including library and ICT;
- a designated tutor(s) to provide professional and personal support;
- access to University support systems (student welfare, counselling and guidance, and where appropriate, medical support);
- staff development for all staff involved in the delivery of the programmes.

D2. Placement of Trainees in High Quality Partnership Settings

The University will:

- make arrangements for the placement of trainees to undertake substantial and sustained periods of teaching in which they observe, teach and assess pupils of differing abilities across the full age and ability range for which they are being trained;
- provide information to the partners via the trainee on the current progress of the trainee to inform the agenda and target setting for the next training episode;
- ensure that partners support and maintain an up-to-date training profile and subject audit of trainees.

D3. Support and Documentation Related to the Placement Experience

The University will provide support for placement experience via:

- administrative support from the Faculty ITT Work-related Learning Unit;
- designated University Liaison(s) who will visit the partner establishment and support school-based tutors in training and moderation of trainee progress;
- the provision of documentation to support placement experience on website
- an appropriate programme of Mentor training;
- A Framework for Mentor Recognition and Accreditation.

D4. Trainee Entitlement to a High Quality Placement Experience

School/Establishment Partners providing a placement must ensure consistency, balance and progression therefore the following entitlement needs to be in place:

- an appropriate induction programme which will include the expectations of the school/establishment;
- opportunity to access a general professional development/CPD programme which might be the same as the one for newly qualified teachers and/or experience staff development;
- opportunity to consider whole school issues and policies and be a part of curriculum design, structure and management, pastoral and academic;
- opportunity to participate in staff meetings, department meetings, inservice training and moderation days;
- 1 hour a week protected/quality time for an individual training tutorial and target setting session (weekly meeting);
- quality formal lesson observation/analysis with written feedback and an opportunity for verbal discussion on the trainee's teaching performance and pupils' learning as detailed on the placement information website;
- appropriate access to school/establishment resources to allow the trainee teacher to fulfil the training requirements;
- opportunity to experience the full age and ability range(s) for which they are training to teach relevant to their subject phase, subject and specialism, including examination work;
- development and extension of subject knowledge relative to their experience in training;
- training in how to plan, manage, teach, monitor, assess, feedback, record and report on pupils' progress and attainment;
- opportunity to prepare reports and attend parents' evenings;
- opportunity to be involved in personal, social and health education, ECM and observation of child protection arrangements;
- opportunity to undertake action research to promote their subject knowledge and professional pedagogy.

NB: Partnership establishments (in conjunction with the University) will also seek to ensure that trainees are provided with appropriate pastoral support and that in training and assessing trainees partners provide equality of opportunity and avoid discrimination. (A4 (i) (ii) (viii))

D5. Documentation and Resources required from the Partner Establishments

The Partner will provide opportunities for trainees to have access to the establishment's ICT resources in support of their teaching and/or preparation of materials. School-based tutors will actively support the trainee teacher to develop in the effective use of ICT in subject teaching.

The Partner will provide the University with other relevant documentation and information for example:

- An ITT Policy Document (if available)
- A Trainee Teachers' induction/handbook (if available)

SECTION E: ASSESSMENT OF TRAINEE TEACHERS

The University will take overall responsibility for the management of the assessment process, in partnership with school-based tutors as members of the Assessment Boards. This will be in accordance with University regulations, internal quality assurance moderation and external examination arrangements and the standards and requirements as set out by the Teaching Agency.

Partners will take lead responsibility (in collaboration with the University Liaisons) for the assessment of a trainee teacher's ability to teach and their performance against the standards as laid down by the TA. Partners will assess trainees as required on the review forms for each placement (including a final placement assessment against all the Teachers' Standards for QTS and will ensure that copies of the review forms are given to the trainee before they leave the placement.

The Award of QTS and the final Ofsted Grading will be made by the University based on the Trainee's Portfolio of Professional Development. The Partnership Final Review Forms form a significant evidence base when making the final Grading.

E1. Trainees Making Poor Progress or At Risk of Failure

Targets will be agreed with the trainee and monitored by the school and the University Liaisons to address specific areas for development.

The trainee teacher must be kept well informed about their progress throughout the Placement Experience. If there is any doubt that the trainee teacher is not on course to reach a satisfactory standard, or is giving any other cause for concern, the 'poor progress' procedure must be implemented promptly. The school-based tutors will inform the Work-related Learning Unit and the University Liaison as a matter of urgency of any trainee who is making poor progress or is at risk of failure. The University will provide support for such trainees via the University Liaisons working within the guidelines outlined by the "Poor Progress" procedure as specified on the Placement Information website Section A.

E2. External Examiner and Internal Moderation Processes

Close to the completion of the final placement experience external examiners and internal moderators will visit a sample of trainees on each programme in a range of partner establishments, to review the quality of the training provided by the university and work-related placement to meet individual trainee's needs.

The role of the External Examiner is to ensure that the ITT courses provide all trainees with fair and equitable opportunities to develop their subject knowledge, skills and understanding and competence to meet the most current Teachers' Standards for QTS through appropriate high quality experiences both at the University and whilst on placement.

It is vital that trainees are given the full range of opportunities to allow them to address the requirements of their degree programme and meet the QTS Standards.

The focus of the External Moderations will take place through a review of the following:

- Placement experience visits;
- University teaching and learning;
- Trainees' academic and professional work.

By visiting the placement experience External Examiners will be able to comment on:

- the efficiency and effectiveness of the partner establishment in providing the appropriate experience as indicated by the Partnership Agreement;
- the ability of the partner establishment to offer experience that is planned to meet the trainee's individual needs;
- the parity and consistency of the opportunity for all trainees across the Partnership;
- the coherence of the partnership between the training establishment and the University.

The Internal Quality Assurance Moderator's Role is to work in conjunction with the External Examiners and Programme Teams to ensure that the Partnership provides a quality training experience as detailed on the Placement Information website. They will also moderate the Phase 3 trainees in meeting the Teachers' Standards for Qualified Teacher Status.

By visiting the placement experience Internal Quality Assurance Moderators will be able to comment on:

- quality of the school-based training;
- target setting and weekly meetings in enabling reflective practice so that trainees make rapid progress to meeting their full potential;
- consistency of the assessment procedures across phases and subjects;
- final grading, observe the feedback/ triangulation practice.

E3. DfE/TA/OFSTED Requirements

The University will take responsibility for managing all arrangements for inspection and this will include:

- appropriate level of communication with partners and subject departments;
- preparation of professional mentors/school-based tutors with support from the University Liaison(s).

Partners should allow the University agreed and appropriate access to relevant premises, information and procedures to facilitate quality assurance, the examination of trainees and inspection in line with the partnership agreements.

E4. Career Entry and Development Profiles & References

The University will take overall responsibility for ensuring that trainees have regularly updated references and that accurate Career Entry and Development Profiles are completed. This process will be completed with the support of the school-based tutor when appropriate.

SECTION F: THE IMPACT OF PARTNERSHIP

The HEI and schools have a joint responsibility for ensuring that trainee teachers and leaders are enabled to develop into reflective practitioners whose impact on learners in diverse settings is apparent.

SPECIFIC ROLES AND RESPONSIBILITIES OF UNIVERSITY, PARTNERS AND TRAINEE TEACHERS

F1. THE ROLE OF THE UNIVERSITY PARTNERSHIP LINK

- know and understand the Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012 as laid down by the TA and observe the requirements expressed in the Handbook and Grade Criteria for the inspection of initial teacher education (Ofsted 2012-2015);
- be a professional ambassador for the university with partners;
- monitor the Management and Quality Assurance of the work-related training programme provided by the partner establishment;
- quality assure the assessment process of the trainee (formative and summative against the standards);
- promote equality of opportunity and avoid discrimination;
- know and understand the University's Framework for Mentor Recognition and Accreditation and support, where appropriate, professional mentors' engagement with the framework.

The Responsibility of the University Partnership Link will be to work with the Work-Related Learning Unit to:

- maintain the LJMU ethos, procedures and management of the courses.
- audit the partner's training provision;
- make the required number of placement visits and notify programme leaders and partnership manager of any issues;
- attend and actively contribute to mentor training and development;
- follow up on any issues associated with lack of attendance by School Tutors at training sessions;
- be aware of the outcome of any reported issues;
- submit records of verification for LJMU/Teacher Learning Academy (TLA) recognition.

Make the appropriate allocated numbers visits to partner establishments during the year to discuss with the professional mentor:

- general partnership issues;
- issues related to the QA of the training programmes;
- suggestions for future planning and development;
- any appropriate immediate/future action;
- opportunities for the provision of CPD;
- verify any LJMU/TLA recognition.

F2. THE ROLE OF THE UNIVERSITY LIAISON

- know and understand the Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012 as laid down by the TA and observe the requirements expressed in the Handbook and Grade Criteria for the inspection of initial teacher education (Ofsted 2012-2015);
- monitor, support and improve the quality of the subject provision of the placement training to meet the individual needs of the trainees;
- monitor the ongoing formative progress and summative assessment of trainees;
- promote equality of opportunity and avoid discrimination;
- provide support and guidance for trainees and partners where appropriate;
- know and understand the University's Framework for Mentor Recognition and Accreditation and support the school-based tutors engagement with the framework;
- provide an appropriate and professional role model for trainees and partners.

The Responsibilities of the University Liaison is to work with the trainee and school-based tutor to:

- monitor the targets set for each placement based on the phase of training, audit of experience and portfolio of evidence;
- review the targets at the end of the placement, discuss issues and consider subsequent action.

During the placement, support the trainee and school-based tutors to:

- check the trainee's training programme and progress;
- review trainee's targets and action plan;
- encourage reflection;
- check the placement experience file and portfolio of professional development;
- check progress with professional development activities;
- support the production of the career entry and development profile where appropriate;
- attend mentor training events.

With the school-based tutors/supervising tutors to:

- monitor and discuss the trainee's individual training programme;
- co-observe the trainee teaching with the school-based tutor on at least one occasion and observe the school-based tutor's feedback and make appropriate contributions to support the training process;
- assist and support the moderation of the trainee towards the end of the placement;
- use the second visit (P3) to conduct a triangulation meeting to establish the attainment of the trainee at the end of training;
- discuss any issues arising.

Work with the Work-related Learning Unit by:

- uploading all relevant information onto Abyasa;
- registering issues or concerns;
- maintaining a record of individual trainee mentoring;
- auditing the subject training provision;
- submitting records of verification for LJMU/TLA recognition.

F3. PARTNER SCHOOL and ESTABLISHMENT: THE PROFESSIONAL MENTOR

It is understood that the Professional Mentor will undertake to disseminate all communications from the University to the appropriate personnel within the placement institution.

The Role of the Professional Mentor will be to:

- know and understand the Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012 as laid down by the TA and observe the requirements expressed in the Handbook and Grade Criteria for the inspection of initial teacher education (Ofsted 2012-2015);
- support, develop and monitor the school-based tutors;
- play a key role in verifying recommendations for the award of QTS to individual trainees;
- be an appropriate and professional role model for trainees and school tutors;
- promote equality of opportunity and avoid discrimination;
- know and understand the University's Framework for Mentor Recognition and Accreditation;
- participate in interviewing and selection of trainees where appropriate.

The Responsibilities of the Professional Mentor will be to liaise with the school-based tutors to:

- support arrangements for the trainee teacher's timetable, the training programme and monitoring /assessment procedures;
- arrange for the trainee teacher to observe good practice;
- organise/co-ordinate a professional studies/CPD training programme;
- co-observe and moderate trainee's progress towards meeting the standards.
- agree grades at formal review points and agree the summative report on the trainee teacher's competence.

Liaise with the University Liaison to:

- co-ordinate visits to the establishment;
- maintain an overview of the trainee teacher's progress;
- respond promptly to trainee teachers identified as 'making poor progress';
- contribute to the Career Entry and Development Profile during the final P3 placement.

Liaise with the University Work-Related Learning Unit to:

- organise and confirm arrangements for placements;
- take part in relevant mentor development events/review and planning meetings organised by the partnership;
- act as a reference point to formally agree aspects of trainees' action research where this is required.

Meetings/Training sessions:

- Professional mentors as part of the LJMU Partnership Agreement attend a minimum of 2 half days (or 1 full day equivalent) per year, which may include collaborative activities with other providers.

F4. ROLE AND RESPONSIBILITIES OF THE SCHOOL-BASED TUTOR AND SUBJECT TUTOR (FE)

NB: In Primary schools this role is usually undertaken by the classroom teacher and often the Professional Mentor who will work directly with the trainee.

The Role School-based tutor and Subject tutor (FE) will:

- know and understand the Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012 as laid down by the TA and observe the requirements expressed in the Handbook and Grade Criteria for the inspection of initial teacher education (Ofsted 2012-2015);
- promote equality of opportunity and avoid discrimination;
- know and understand the University's Framework for Mentor Recognition and Accreditation;
- participate in interviewing and selection of trainees where appropriate;
- be an appropriate and professional role model for trainees and other supervising tutors;
- liaise with the professional mentor as appropriate;
- using appropriate guidelines recommend the award of QTS to the professional mentor and the University Liaison or as appropriate to the QTS status of the FE subject tutor.

The Responsibilities of the School-based Tutor are to ensure that:

- the trainee teacher's needs are reviewed at the start of a placement and at each review point;
- an appropriate training programme is organised;
- the trainee teacher's knowledge and understanding of the subject is actively developed and extended;
- the trainee teacher is shown how to plan, implement and evaluate their teaching;
- the trainee teacher has opportunities to observe good practice;
- on-going records of training and progress are maintained.

Provide feedback and set targets through:

- regular verbal and written feedback based on observation/analysis of teaching;
- a weekly documented training session as appropriate;
- monitoring the placement experience file and professional development activities on a regular basis as appropriate;
- debriefing and setting targets;
- developing and monitoring other subject teachers in supporting the trainee;
- discussing and negotiating areas of strength and areas for development for the Career Entry and Development Profile, towards the end of Phase 3 as appropriate;
- monitor and review the quality of the training programme;
- writing the summative review report with appropriate support if required.

The school-based tutor will undertake written formative and summative assessment of the trainee's work-related progress with the advice and support of the University Liaison.

This will include:

- monitoring the trainee's schemes/units of work;
- lesson planning;

- teaching;
- self-evaluation;
- professional conduct;
- attendance and punctuality.

NB: The School-based tutor/classroom teacher and Subject tutor (FE) should not leave the trainee unsupervised with any group of children. Loco parentis cannot be devolved as the trainee teacher's responsibility.

However, the type/extent of the supervision can be reduced depending on the activity/topic that is being taught in the latter stages of training except in the case of high risk activity.

Meetings/Training sessions:

- School-based tutors as part of the LJMU Partnership Agreement attend a minimum of 2 half days (or 1 full day equivalent) per year, which may include collaborative activities with other providers.

NB: It is recognised that in working with a variety of different partners that the roles and responsibilities indicated above may need some adaptation in light of the different professional roles and expectations within the establishment.

F5. THE ROLE AND RESPONSIBILITIES OF THE TRAINEE TEACHER (Specific)

The trainee teacher will:

- know and understand the Secretary of State's Requirements for Initial Teacher Training and the Teachers' Standards effective from September 2012 as laid down by the TA and observe the requirements expressed in the Handbook and Grade Criteria for the inspection of initial teacher education (Ofsted 2012-2015);
- promote equality of opportunity and avoid discrimination in their teaching and work with other colleagues;
- be an appropriate and professional role model for pupils, other colleagues, parents and carers;
- be proactive in their own learning by playing a key role in the evaluation and reflection of their own professional practice.

The Responsibilities of the Trainee teacher will be to:

- make initial contact with the professional mentor, who is responsible for their professional development within the placement;
- provide a detailed copy of their teaching timetable for the University-based the University Liaison;
- be pro-active in finding out about anything which they are unsure of (and should ask if in doubt).

Trainee should maintain:

- professional standards from the outset;
- the Code of Conduct for Trainee Teachers;
- full attendance, punctuality and professionalism in terms of dress, manner and interpersonal relations;
- a formal dress code and compliance with partner establishment's expectations;
- professional behaviour as well-mannered visitors, addressing staff formally, unless invited to do otherwise and always in the presence of pupils;
- enthusiasm and involvement in the life of the environment and its extended programmes of activity.

Trainee should establish:

- an appropriate balance between familiarity and distance when dealing with pupils and err on the side of caution;
- a wary attitude to any attempts to alter the formal teacher/pupil relationship, (never single out any pupil for preferential treatment and avoid being left alone with a pupil in a non-public place).

Trainees MUST complete all required documentary evidence, including:

- documentation provided at the placement briefing event and so ensure all requirements are understood;
- Placement Experience File;
- preparation for the weekly meeting with the school-based tutor;
- maintain the weekly meeting record form and set appropriate targets and actions;
- Portfolio of Professional Development;

- | |
|---|
| <ul style="list-style-type: none">• all required Professional Development Activities;• discussion of progress with the University liaison and professional mentor;• preparation for university debriefing sessions. |
|---|

F6. GENERAL RESPONSIBILITIES OF THE TRAINEE TEACHER

Trainee teachers have ultimate responsibility for ensuring that they provide high quality evidence against the Teachers' Standards appropriate for Qualified Teacher Status so that partnership staff working educational establishments and the University can make informed judgements when assessing trainees.

Information

Providing evidence against the Teachers' Standards for QTS

Trainee teachers will take responsibility for maintaining files and other evidence, which demonstrates that they meet the Teachers' Standards for Qualified Teacher Status. This evidence will be specified on Placement Experience website and Programme/Module Handbooks and will include:

- Records/files of teaching and evaluations of lessons;
- Professional Development Activities;
- Records of weekly meetings/reflections/targets;
- Assignments (as required by specific programmes);
- Portfolio of Evidence contained in the Portfolio of Professional Development.

Assessment Requirements

Trainee teachers will abide by the assessment requirements of the university and of specific programmes as set out in Programme/Module Handbooks and on the Placement Information website.

QTS Skills Tests

Trainee Teachers are responsible for making arrangements to register and take the QTS Skills Tests in literacy and numeracy as required by the TA. Information on how to do this is detailed in the Programme Handbook.

Attendances and Punctuality

Trainee Teachers are expected to attend all University-based sessions and to demonstrate commitment by 100% attendance whilst on placements. Procedures for notification of absence are set out in Programme Handbooks and on the Placement Information website and must be followed.

LJMU Code of Professional Conduct for Trainee Teachers

Trainee teachers will abide by the LJMU Code of Professional Conduct (Appendix 5)

Trainees making Poor Progress or At Risk of Failure

Trainees who are deemed to be at risk will be notified in writing and will be given support in action planning to address areas for development. Trainees are expected to take responsibility for target setting and action planning, and may be required to attend a Centre/Programme Progress Panel, which is a sub-committee of the Programme Assessment Board. This Panel will make recommendations to the Programme Assessment Board which may include suspension of studies.

In cases where there is evidence that a trainee's continued presence on placement experience is putting children's education at risk, the placement may be terminated.

NB: There is no automatic right of a referral to a 'failed' placement experience. This decision will be reached by the relevant Programme Assessment Board, which is attended by all tutors and external examiners.

Extenuating Circumstances

Trainees have a responsibility to notify the relevant Module Leader of any extenuating circumstances, which may be affecting their progress. Procedures to be followed are set out in Programme Handbooks.

Opportunities to contribute to the Development and Evaluation of Programmes

Trainees are provided with the opportunity to contribute to the evaluation and development of programmes in the following ways:

- by completion of questionnaires/evaluation surveys relating to modules, placement experience and overall provision at LJMU;
- via trainee representatives on Programme Boards of Studies (with issues being fed into the Faculty Partnership Management Group meetings)
- by approaching an individual member of staff and requesting they formally take an issue forward to the appropriate committee.

Trainees have access to the formal University Complaints Procedure as laid out in the University Student Handbook.

Adherence to the NW Education Departments Code of Practice re: Recruitment of Teachers

Trainees will follow the Code of Practice when applying for jobs (see Appendix 4).

APPENDICES

APPENDIX 1: Liverpool John Moores University: Faculty of Education, Community and Leisure Initial Teacher Training Partnership: Management/Quality Assurance Structures

Initial teacher education and training at Liverpool John Moores University is located within the Faculty of Education, Community and Leisure Directorate of Teacher Education and Professional Learning. The text below provides a description of key committees and groups involved in management and quality assurance procedures which underpin the Liverpool John Moores University Initial Teacher Training Partnership.

Faculty level

At the level of the Faculty of Education, Community and Leisure the key committees responsible for management and quality assurance of the ITT partnership are:

- **Directorate of Teacher Education and Professional Learning:** this is the main body that has responsibility for the overall Management and QA of ITT within the LJMU Partnership. The Directorate responds to the TA/OfSTED, DfE, and other external initiatives regarding Management and Quality Assurance issues.
- **LJMU Primary and Secondary Partnership Steering Committees:** feeds into the Directorate of Teacher Education and Professional Learning and involves school/establishment representatives in the Development, Management and Quality Assurance of the Partnership.
- **LJMU Partnership Management Group:** meets to address issues which are common to all programmes and considers medium and long term strategic plans in relation to the development of ITT programmes. Reports to the Directorate of Teacher Education and Professional Learning.
- **University Liaison** are a staff development forum contributing to the Management and Quality Assurance of the ITT Partnership. They support the development of good practice in placement experience and assessment.

Programme level

Each programme within the ITT Partnership is managed by the following committees/sub-committees, which have responsibility for QA issues.

- **Programme Board of Studies:** reviews and takes action on all matters relating to strategic development, recruitment and admissions, course planning, teaching, assessment, monitoring, review, evaluation, inspection and QA for the programme.
- **Programme Teams:** meet on a regular basis to review programme delivery, assessment and QA issues relating to a particular aspect of a programme, usually subject focused.
- **Assessment Boards:** consider assessment issues relating to academic progress and achievement in individual modules. This board oversees all aspects of assessment of trainees both academic and professional and ensures that standards are being maintained in relation to judgements made. This board deals with individual cases relating to trainee performance and receives reports from internal quality assurance moderators and external examiners relating to management and QA of the assessment process. The **Final Assessment Board** makes recommendations for the Award of QTS.

- Programmes may instigate **Placement Experience Boards** to discuss the achievement of the trainee's professional competence. These Boards will consider individual trainee's progress and attainment towards meeting the QTS Standards in each phase of their training. The decisions are based on the school-based tutor and the University Liaison reports and any Internal and External Moderation Reports. Recommendations are then made to the relevant Assessment Board about Pass/Fail. For some Programmes these decisions are made directly at the Assessment Boards.
- **Programme Progress Panel:** a sub-committee of the Assessment Board which can be called by the Heads of ITT Undergraduate and Postgraduate programmes to offer formalised support and advice to any trainee teacher deemed to be making poor progress or at risk of failing in both academic and placement experience. The procedures for supporting trainee teachers deemed to be making 'poor progress' professionally is set out in the Placement Experience website for all programmes.

Moderation takes place via Internal Quality Assurance, External Examiner Review and Ofsted Inspection as detailed in Section E

APPENDIX 2: FACULTY PARTNERSHIP MANAGEMENT GROUP

The group reports to The Directorate for Teacher Education and Professional Learning. It is advisory and operational and seeks to develop and implement consistent processes and procedures across the partnership to secure high quality work-related learning experiences for students that have a positive impact on training outcome. It monitors and evaluates the deployment of resources to ensure their effective and efficient use.

Membership

Chair:	Peter Horsfall (Head of Educational Partnerships)
	Lisa Murphy alternate
Secretary:	Debbie Bracey (ITET Support Officer)
Members:	Lisa Murphy (Head of Primary programmes and Government initiatives/priorities)
	Philip Duggan (Head of Secondary PG programmes)
	Neil Stanley (Programme Co-ordinator for Key Stage 2/3)
	Sue Faragher (Head of Professional Learning programmes)
	Sue Hatfield (Partnership Enhancement/PESD Programme Leader)
	Paul Killen (Programme Leader (Teach First) (co-opted)
	Karen Davies (Partnership Manager)

The Partnership Management Group will consider:

1. Developments and initiatives in school-based training for all postgraduate and undergraduate programmes in teacher education and professional learning in the Faculty including PPD, MTL and CPD programmes.
2. Allocation of resources in response to identified need.
3. Systematic monitoring of all TEPL placements and work based learning to ensure consistency and effectiveness of the management and quality of procedures and practices and their impact on high quality school based training.
4. Development and maintenance of systematic monitoring of all Teacher Education placements/work-based learning environments through the systematic collection and collation of data.
5. Monitoring and evaluating trainee/school experience within placements across all Teacher Education and Professional Learning programmes.
6. Monthly placement reports to monitor on-going position.
7. Strategy in developing work-based learning in educational settings to enhance the partnership and the student experience.

Frequency of meetings: bi-monthly. Minutes of meetings will be made available for TEPL

APPENDIX 3: LJMU PARTNERSHIP PRIMARY AND SECONDARY STEERING COMMITTEES

Membership for both Committees

Chair Primary: Representative from LJMU for each meeting.

Chair Secondary: Rotational Chair from a partner institution for each meeting.

Secretary: LJMU ITET Support Officer

Members:

Primary: LJMU Staff

Lisa Murphy (Head of Primary Programmes and Government initiatives/priorities)

Christine Hickman (Co-ordinator Primary Programmes)

Karen Davies (Faculty Partnership Manager)

Co-opted members:

ITT teaching team members.

Secondary: LJMU Staff

Peter Horsfall (Head of Educational Partnerships)

Phil Duggan (Head of Secondary PG Programmes)

Neil Stanley (Programme co-ordinator for Key Stage 2/3)

Karen Davies (Faculty Partnership Manager)

Co-opted members:

ITT teaching team members.

Schools/Community Partners

Membership would be open to all PMs (Professional Mentors) or a designated alternate (head/deputy-head teachers/subject based mentors). Minimum of 4 representatives from the primary/secondary education sector or other educational establishments; representatives from business and industry.

Membership: roles and responsibilities:

- Committee has the authority to set up working parties to look at specific aspects of development, and report back to main committee and to advise on key aspects;
- all partners will have a role/responsibility in support of the delivery of the strategic and operational elements of the Faculty's Partnership Management Group's Action Plan;

Frequency of Meetings:

Minimum of 3 meetings each academic year

Reports to:

The Faculty Partnership Management Group.

Quorum:

Primary	The quorum for meetings will be 4 (four) external representatives and 2 (two) LJMU (HEI) representatives.
Secondary	The quorum for meetings will be 6 (six) external representatives and 2 (two) LJMU representatives.

The Primary and Secondary Steering Committees will:

1. review the progress of ECL Partnership Improvement Plan based upon identified/agreed performance indicators for maintaining high quality ITET;
2. receive, discuss and respond to government policy initiatives and requirements in relation to ITET on behalf of the Faculty of Education, Community and Leisure;
3. provide opportunities for members to exchange knowledge in relation to local, regional and sectorial developments which will impact upon partnership activities;
4. promote the concept of partnership in ITET with a focus on continual improvement of quality and increasing capacity for school/community based training;
5. consider strategic initiatives in relation to the continuing professional development of all staff involved in the partnership with a focus on school-based training;
6. consider strategic initiatives to ITET targets, recruitment and modifications to existing and the development of new programmes.

APPENDIX 4: NW Heads of Education Code of Practice re Recruitment of Teachers Employment Selection Process

The NW Teacher Training Providers undertake to:

- ensure that prospective employers are provided with a written and up-to-date reference reflecting the trainee's performance at the time asking;
- arrange for the trainee to be released from course requirements to attend a selection event of not more than one day's duration and to communicate this to the partner establishment;
- ensure that trainee teachers are aware of this Code of Practice.

LAs/Schools/Educational Establishments undertake to advise:

- their establishments of the terms of this Code and recommend its endorsement;
- that establishments should give at least 5 working days notice of a request for a reference;
- that establishments not request a verbal reference;
- that establishments be explicit about the details of the selection procedures and the tasks required of applicants at interview.

Trainee teachers undertake to:

- accept an invitation to attend an interview for the selection process only if they are genuine in their desire to be employed in that school;
- inform the establishment prior to the selection event or during the process should they not wish to seek employment there;
- not seek alternative employment having already given a verbal undertaking to accept a post without first seeking agreement from the establishment;
- promptly withdraw any applications pending with other establishments at the time of accepting a post.

Establishments undertake to:

- confirm arrangements for interview in writing or by email;
- confirm the outcome of interviews in writing or by email;
- make formal written offers of employment promptly, enabling trainee teachers to accept the post and to withdraw from consideration of other posts.

APPENDIX 5: LJMU Code of Professional Conduct for Trainee Teachers and Teaching Agency Requirements 2012

Besides working to the requirements of **PART TWO of the Teachers' Standards**, trainees are expected to adhere to the LJMU Code of Professional Conduct for Trainee Teachers as outlined below.

1. Preamble

This code of conduct is informed by the following:

- Consultations with head teachers and school-based tutors including ongoing consultations with members of the LJMU Faculty Partnership Management Committee.
- Programmes which involve the possibility of recommendation for QTS, whether undergraduate or postgraduate, are courses of professional training and therefore carry the expectation that trainees will conduct themselves in a professional manner.
- Work-related elements of the programmes are designed to mirror the professional experience of a teacher.
- In addition, the standards of behaviour expected of teachers are governed by a number of DfE and other government documents which have statutory status including:
 - Children Act 1989
 - Education Act 2002
 - Children Act 2004
 - Children Act 2006
 - Safeguarding Children and Safer Recruitment in Education (Every Child Matters, DfES (,DCSF) January 2007
 - Disability Discrimination Act 2006
 - Employment Equality (Age) Regulations 2006
 - Safeguarding and Child Protection 2010
- Partner establishments and/or LAs have their own Codes of Professional Conduct/Practice and this document is designed to reflect these.
- The following documents also impact on the professional conduct of trainees on programmes which lead to recommendation for QTS at Liverpool John Moores University.
 - LJMU Placement Information (See section on Professional Expectations; general and subject specific.)
 - LJMU Student Disciplinary Procedures
 - QAA Code of Practice: Placement Learning

2. Code of Professional Conduct for Trainee Teachers Key Requirements.

On both placement experience and in the University professionalism will be demonstrated by:

- **Regular attendance:** including adherence to the requirements for notifying absence from both placement establishment and LJMU (see sections on attendance and absence in the Placement Experience Information).
- **Punctuality:** as required by placement and by the demands of lectures, workshops, tutorials etc. for each programme at LJMU. In placement establishments there will be a requirement that trainees are present at a specified time before the start of the day and for a specified time after the end of the day. School-based tutors will inform trainees of the exact requirements for the individual establishment.
- **Respect for others:** including all staff (teaching and non-teaching), other trainees, pupils and parents in accordance with LJMU and school/LA policies. These include disciplinary procedures, equal opportunities, anti-discriminatory and anti-bullying policies.
- **Appropriate use of internet facilities:** as required by the policies of LJMU and individual establishments.
- **Appropriate behaviour:** towards all children and young people in relation to contacts in formal and informal settings.
- **Ability to listen and act on feedback and advice:** from tutors, other work-related staff in schools/establishments, liaison tutors and other staff from LJMU.
- **Taking responsibility for own learning:** both in relation to requirements as set out in the Placement Experience Information and in taking responsibility for addressing concerns relating to individual experience on the programme by discussing such concerns with the appropriate tutors and/or LJMU staff.

On Placement, the following additional professional requirements also apply:

- **Maintaining an appropriate standard of dress and appearance:** as required by the establishment and University/Programme Guidance.
- **Carrying out duties as required by mentors, other placement staff and University Liaison:** in relation to classroom observation, meeting with and working with teachers and other staff, planning, teaching and assessment of pupils and other appropriate professional duties.
- **Carrying out reasonable instructions:** as requested by the head teacher/principal, senior staff, tutors and other staff in **placement** establishment.

NB. Trainees must be aware that requirements as to timekeeping, dress code, use of internet facilities etc., will vary from placement to placement. It is the responsibility of trainees to ensure that they are fully informed of the expectations of them via discussions with the Professional Mentor within their placement.

3. Consequences of failure to follow the Code

Action to be taken by the partner establishment and University

If a trainee fails to follow the Code of Professional Conduct, or if their personal or professional conduct (as outlined by PART TWO of the Teachers' Standards) gives concern, the head teacher/principal or delegated staff of the establishment will follow normal procedures in relation to staff discipline. In extreme circumstances, inappropriate behaviour may result in immediate removal from the premises.

On other occasions it may involve the issuing of a warning (formal or informal) or advice about more appropriate professional behaviour. For example, a tutor may discuss targets for improvement in relation to professional conduct, which will be recorded alongside targets relating to teaching.

Serious breaches of the Code of Professional Conduct

In the case of a serious breach of the Code of Professional Conduct, the head teacher/principal will wish to remove a trainee from the placement.

If instructed to leave the premises by the head teacher/principal the trainee must do so immediately.

The establishment will immediately notify LJMU of its intention to remove a trainee from the placement by notifying the University via the Work-related Learning Unit. The Programme Leader, along with the Head of Partnership will activate appropriate University procedures. These may involve a Progress Panel of the relevant programme, or in cases where gross misconduct is suspected, the appropriate student disciplinary procedures (see LJMU website). The trainee will be notified in writing of the procedures and of their right to representation and appeal.

NB: In serious cases in breach of the LJMU Code of Conduct and the DfE Personal and Professional Conduct the University is under no obligation to provide a further placement.

4. What constitutes a breach of the Code

This section lists actions, which constitute a serious breach of the LJMU Code of Professional Conduct **and** the DfE Personal and Professional Conduct.

Some breaches of the code may not immediately result in a Progress Panel being called. For example, establishment staff and LJMU liaison tutors may wish to informally warn a trainee that some aspect of behaviour (such as timekeeping, attendance or standard of dress) is not acceptable. A written record of informal warnings by the establishment and/or University Liaison will be made and targets will be set for improvement. In most cases this will occur within the context of the weekly mentoring session.

Provided that such warnings are acted upon and the trainee is seen to comply with the code of conduct such records will not be prejudicial to the trainee's progress on the course and they will not be taken into account in any reference. It is, however, necessary to maintain a written record, as evidence, should it become necessary to call a Progress Panel or disciplinary committee at a later point.

Behaviours which will constitute a serious breach of the Code of Conduct

** indicates behaviours which will result in **automatic** exclusion from school/establishment.

In the case of the other incidents listed below **the decision on whether to exclude rests with the head teacher/principal in the first instance** and it is sensible to assume that exclusion is the likely outcome of such a behaviour.

- Violent behaviour towards children (on or off school premises) **
- Sexual or inappropriate relationship with a pupil (including those over the age of 16)**
- Sexual offences involving a child under the age of 16 (as defined, for example, by circular 1/95 and by The Protection of Children Act (PoCA)(1999)**
- Sexual offences against someone over the age of 16**
- Any offence involving serious violence**
- Drug trafficking and/or dealing**
- Taking hard drugs (e.g. heroin)**
- Being under the influence of alcohol and/or drugs on school/establishment premises**
- Stealing school/establishment or University property or money or stealing from staff/students pupils**
- Deception e.g. falsifying qualifications, medical declarations, failure to disclose past convictions**
- Violence towards animals
- Falsifying pupil records
- Helping a pupil to cheat or gain exam advantage
- Taking recreational drugs (for example cannabis, ecstasy)
- Drink/drug driving offences
- Regular lateness
- Regular unexplained or poorly justified absence
- Refusal to carry out duties
- Refusal to carry out reasonable instructions
- Inappropriate dress and/or appearance
- Making inappropriate remarks or using inappropriate language/behaviour to or about pupils, staff or others on school/establishment or University premises (for example in contravention of school/establishment, LA and University equal opportunities, anti-discriminatory and anti-bullying policies)
- Repeated refusal to act on advice.

Please note that the list refers to behaviours both on school/establishment premises and in other circumstances. So, for example, if it is found that you have falsified records in relation to your past qualifications while on a course leading to recommendation for QTS, you **will** be excluded from the placement.

This list is not exhaustive and the fact that a behaviour or activity is not listed here does not imply that it is acceptable.

NB: The health, safety, welfare and education of pupils and young people are the utmost importance in decisions relating to your progression through the Programme of Study and in deciding upon your 'Fitness to Practise'.