

BA (Hons) Teaching and Learning in Early Years Education with QTS (PT)

BA (Hons) Teaching and Learning in Primary Education with QTS (PT)

Partnership Agreement – Employing School – 2025/26 Entry

This agreement should be returned well in advance of training as information contained on these declarations are required for entry onto the programme (trainees will not be able to enrol without this agreement) and additionally releases the necessary funds for the trainee/training grant.

Employer School - please note that training cannot take place in a school that is in special measures. If the school has a change of designation during the year it is important to inform the partnership team immediately.

Declarations
Name of training school _____
Name of trainee _____
Name of mentor _____
As a trainee, I declare that:
1. I have not previously failed or withdrawn from a QTS course; If yes, please give details
2. I will work with my mentor to meet the needs of my course and my professional development.
3. I will commit to attending university sessions on a weekly basis, whether on-campus or online.
I declare that the employing school:
1. will ensure the trainee is working in school for a minimum of 20 hours a week;
2. will employ the trainee as a teaching assistant or in an equivalent role;
3. has carried out criminal record checks, health checks and a suitability declaration;
4. will provide the necessary training to support trainees in addressing targets set as part of the module maps and additional targets based on observation feedback;
5. will inform the course leader of any changes to the mentoring process in school;
6. considers the trainee a suitable person to be a teacher at a school;
7. has sought the support of the Head teacher and governing body of the school where the candidate will work and agreed to the training arrangements set out in this application;
8. will co-ordinate the school based elements of the programme to match the individual training needs of the trainee. This plan will be refined following mentor training- and adapted during the year to meet the needs of the trainee;
9. will release the trainee to undertake a 6 full weeks block placement in an alternative school in year 1 of the course;
10. will release the student to undertake a 6 full week blocks placement, in own school or setting in year 2 of the course. This will be in the alternate key stage or phase from the year 1 placement, depending on whether the trainee is a 5-11 Primary trainee or 3-7 EY and Primary trainee; Note trainee cannot complete both block placements within own setting.

11. will inform the partnership team immediately should they be placed in special measures or notice to improve. If this occurs, the school will release the trainee for the equivalent of 30 days (or less in agreement with SHU) in order to attend an alternative placement approved by the partnership team in conjunction with the course leader;
12. will appoint a suitably qualified mentor for the trainee and additionally a senior member of staff will provide support and quality assure the work of the mentor;
13. will guarantee that weekly meetings are held between the trainee and mentor and recorded on the Reflections and Actions form;
14. will make provision for the trainee to be released from TA duties to attend university sessions, undertake university tasks, school based tasks relevant to the course and visit other settings as necessary. Attendance at university for tutorials and additional teaching is required on Thursday afternoons;
15. will release the trainee from his/her usual duties for 2 weeks of Intensive training and practice placements (ITAPs) focusing on developing a positive 'Climate for Learning' and another focusing on the teaching of Early Number and Early Reading skills. Both of these placements will take place in the host school;
16. will release the trainee from his/her usual duties for 2 weeks of Intensive training and practice placements (ITAPs) focusing on developing 'Inclusive Practice' and another focusing on developing as a leader in school. The Inclusion practice ITAP will take place in an alternate setting that the SHU partnership team will designate. The Leadership ITAP will take place in the block placement setting;
17. ensure that all school staff will undertake appropriate ongoing training (including SHU training) for their role in the training process (NB mentors have a significantly enhanced roles in Employment Based Routes - acting as training tutors). They must be familiar with training materials and subject based training materials;
18. ensure that school staff involved in training are familiar with the Standards for Qualified Teacher Status and TDA guidance to accompany these standards, including the ITT Core Content Framework;
19. will participate fully in all quality assurance activities;
20. will comply with the requirements for monitoring the progress of the trainee;
21. integrate the trainee into the life of the school.
Signed: _____ (trainee) _____ Date: _____
Signed: _____ (mentor) _____ Date: _____
Print name and title: (trainee) _____
Print name and title: (mentor) _____

Confirmation of employment by Employer School	
<i>The school that is employing the trainee should complete this section. If the trainee's employer is a body other than a school, the body which will have the main day-to-day management responsibility for the trainee should fill it in.</i>	
I confirm on behalf of:	(school name)
that:	(candidate name)
Head Teacher's signature required	

Signed

Date:

Print name and title:

NB: By signing this you confirm your school will agree to all the declarations listed in the Partnership Agreement and follow the required procedures.