



University of Brighton

Initial Teacher Education Partnership

School Direct Quality Assurance Framework

2018/19

SCHOOL OF EDUCATION

Contents

Glossary	3
1. Introduction	4
2. Identification of School Direct schools	4
3. School Direct Partnership Agreement	4
4. Recruitment and selection of student teachers	4
5. Student teacher support	5
6. Delivery and assessment of the School Direct programme	6
7. Criteria for deselecting a School Direct Lead or Host school	9
8. Management and quality assurance	9
9. Examination Boards	10
10. External Examiners/Assessors	10
11. Tracking	10
12. Annual monitoring and evaluation	11
13. Ofsted	11
Annex 1 - School Direct Partnership Agreement	12

Glossary

CPD	Continuing Professional Development
DBS	Disclosure and Barring Service
DfE	Department for Education
GEAR	General Examination and Assessment Regulations for Taught Courses
ITE	Initial Teacher Education
ITESC	ITE Strategic Committee
NCTL	National College for Teaching and Leadership (the DfE department responsible for all ITE allocations)
PGCE	Postgraduate Certificate in Education
PIE	Partnership in Education
PIESC	Partnership in Education Strategic Committee
QAA	Quality Assurance Agency for Higher Education
QTS	Qualified Teacher Status
SD	School Direct
SD Lead School	the school which has been allocated SD places by the NCTL
SD Host School	the schools linked with the SD Lead School where student teachers undertake school-based experiences/placements (the SD Lead School itself may also be a SD Host School)
SD Tuition	School Direct Training Programme (Tuition fee) route
SD Salaried	School Direct Training Programme (Salaried) route
SED	Self Evaluation Document
UoB	University of Brighton
VLE	Virtual Learning Environment

1. Introduction

- 1.1 The purpose of this document is to summarise the requirements, structures and framework for the delivery and assessment of School Direct (SD) programmes by SD Lead Schools in partnership with the School of Education, University of Brighton (UoB). It is reviewed annually at the School Direct Steering Group or by UoB partner Lead Schools (8.2).
- 1.2 SD Lead Schools are lead schools of a group or alliance of schools which has been allocated SD ITE student number places. Other schools within their group or alliance are referred to as SD Host Schools. SD Host Schools are the schools where students will gain some or all of their teaching experience during the SD programme. Students may also undertake teaching experience within the SD Lead School itself.
- 1.3 This framework applies to both the School Direct Training Programme (Tuition fee) route, which results in the award of QTS and the PGCE academic award (subsequently referred to as SD Tuition); and the School Direct Training Programme (Salaried) which results in the award of QTS only (subsequently referred to as SD Salaried). An additional (opt-in) 60 credit PGCE course is available for student teachers on the SD Salaried route and teachers holding QTS only.
- 1.4 This document should be read in conjunction with the *School Direct Partnership Agreement* (see Annex), and the *Partnership in Education Agreement and Handbook (Primary and Secondary)*.

2. Identification of School Direct schools

- 2.1 The University establishes School Direct agreements with Lead schools; Host schools will not be subject to separate partnership agreements, but are managed under established arrangements which apply to all ITE student placements within the School of Education. The University will form School Direct partnerships where the Lead school and Host schools included:
 - are existing ITE partnership schools of the UoB
 - or
 - meet the UoB's normal criteria for the selection of schools to join the UoB's ITE partnership.

3. School Direct Partnership Agreement

- 3.1 Following approval in principle of the School Direct Partnership, an overarching *School Direct Partnership Agreement* will be signed by the UoB and the SD Lead School (Annex 1), which summarises the overall roles and responsibilities and the principles underpinning the School Direct Partnership.
- 3.2 The signatories to the *School Direct Partnership Agreement* will be the Headteacher or nominee of the SD Lead School and the Head of the School of Education. The Partnership Agreement will be in place for one year and is renewable on an annual basis.

4. Recruitment and selection of student teachers

- 4.1 The recruitment and selection of student teachers is undertaken jointly by the UoB and the SD Lead School. All School Direct student teachers must meet the entry criteria for ITE programmes (refer to the DfE's 'Initial Teacher Training Criteria'). Comprehensive materials have been developed by the UoB ITE Partnership to support the recruitment and selection of SD student teachers.

- 4.2 In summary, the roles and responsibilities relating to the recruitment and selection are as follows:
- The SD Lead School, with support from the UoB, will hold responsibility for the marketing and promotion of its School Direct allocations. The SD Lead School will liaise with the UoB regarding its proposed marketing and promotional materials;
 - The SD Lead School will promote a selection process to recruit the most able and suitable candidates based on equality of opportunity and merit;
 - The UoB will support the admissions and selection process and will liaise with the SD Lead School to ensure a smooth and effective admissions and selection process which aims to recruit high calibre student teachers and meet the SD Lead School's SD allocations;
 - The SD Lead School and the UoB will jointly undertake the recruitment and selection of the student teacher. Both parties reserve the right to reject an applicant.
 - For the SD Tuition route, the UoB will:
 - carry out the student teacher's Disclosure and Barring Service (DBS) and Occupational Health check;
 - access, record and report upon the student teacher's Professional Skill Tests;
 - maintain and manage management information and data systems to meet NCTL / Ofsted requirements;
 - administer the NCTL's Data Management System
 - For the SD Salaried route, the SD Lead School will:
 - carry out the student teacher's Disclosure and Barring Service (DBS) and Occupational Health check (and provide evidence to the UoB that this has been undertaken);
 - access, record and report upon the student teacher's Professional Skills Tests;
 - maintain and manage management information and data systems to meet NCTL / Ofsted requirements;
 - administer the NCTL's Data Management System
 - The SD Lead School will make suitable arrangements for those student teachers with disabilities or needs as detailed by the *Equality Act (2010)* and UoB's *Equality and Diversity Policy* and *Single Equality Scheme*. Details of these policies are available in full on the Equal Opportunities page of the UoB website.

5. Student teacher support

- 5.1 As with all ITE programmes offered by the UoB's ITE Partnership, SD Lead and Host schools must follow the requirements for student teacher support as detailed in the Primary and Secondary Partnership in Education Handbooks.
- 5.2 To ensure that all student teachers completing the SD Tuition and SD Salaried programmes are appropriately supported, the UoB will:
- Manage the quality assurance of the SD programmes, including:
 - securing high quality provision through programme review and evaluation;
 - dealing with student teacher appeals (SDT only);
 - managing Ofsted ITE inspection processes across the partnership;
 - carrying out internal and external moderation;
 - completing the NCTL / Ofsted annual SED (self- evaluation document);
 - reviewing annual NCTL performance profiles;
 - administering examination boards and processing awards;
 - managing the processes of award validation and external examination/assessment in line with the University and QAA expectations;
 - Appoint suitable tutors to ITE programmes who hold expertise in subjects, phases and key aspects of education and research. These tutors will access national and

international networks and promote knowledge of developments in schools and colleges across the partnership and sector;

- Provide taught sessions, lectures, workshops and tutorial support in areas relating to the key components of the programme, dependent upon the School Direct route and assessment thereof. The UoB will similarly provide access to specialist teaching rooms, laboratories, studio and workshops and technical support and expertise (as appropriate);
- Provide staff development to support the SD Lead and Host Schools through the UoB's Education Research Centre, and will provide opportunities for Masters and CPD accredited programmes and research expertise contributing in ITE and CPD provision and school improvement;
- Provide the student teacher with access to learning resources, specialist libraries, journals and online materials; VLE and systems to support distance learning and e-learning; provision and the suitable support in the use of PebblePad / e-portfolio; and support in the student teacher's professional development and subject expertise;
- Undertake:
 - joint moderation and assessment of the student teacher;
 - management of internal and external rigorous and robust quality assurance mechanisms;
 - UoB tutor visit(s) as determined by the *PiE Agreement and Handbook*;
 - assessment and moderation of the student teacher against the *Teachers' Standards* (DfE, 2012) ensuring accuracy and consistency of assessments;
- Hold financial responsibility for the management and payment of appropriate student teacher bursaries to the SD Lead School in accordance to NCTL / DfE and UoB financial regulations. The UoB will be subject to financial audits by the NCTL / DfE.

6. Delivery and assessment of the School Direct programme

6.1 School Direct Tuition route

The School Direct Tuition route is the same as the UoB's mainstream PGCE Primary or Secondary awards, except for the following:

- Recruitment and selection processes are shared (see paragraph 4);
- All school-based experiences/placements are arranged and managed by the SD Lead School (it is the expectation that all placements will be in the SD Lead School or one of its SD Host Schools).
- The school experiences/placements within the Secondary School Direct Tuition route differ from the mainstream PGCE with the student's return to their first Host school after a shortened second school experience.

The delivery and assessment arrangements in respect of these placements are:

- The SD Lead School, in conjunction with the UoB, will devise a programme which ensures that the student teacher is provided with 120 days of school experience covering the requirement detailed in the *Initial Teacher Training Supporting Criteria* (DfE, updated 28 February 2018);
- The SD Lead School will be responsible for the organisation of the student teacher's School-based Experiences / Placements. It must provide training in at least two contrasting schools: the main school experience/placement school and a second school. All timetabling of school experiences/placements must mirror exactly the standard PGCE programme's dates, except for the return to the initial Host school on the Secondary route. All trainees should be prepared to teach within one of the following age phases: ages 3-7 (early years), 5-11 (primary), or ages 11-16 (secondary). Training must enable trainees to acquire the knowledge and skills they need to teach **across** the phase for which they are training. In early years, trainees will undertake assessed experience in Nursery or Reception, and in Key Stage 1. In primary, trainees will gain assessed experience across Key Stage 1 and Key Stage 2.

In secondary, trainees may gain experience in KS5 but the majority of the training will be across Key Stage 3 and Key Stage 4. All trainees must be fully prepared by the end of the training year to teach **across** the specified age range;

- The SD Lead School will be asked to provide a copy of the proposed pattern of school-based experiences / placements and the proposed SD Host Schools where School-based Experiences / Placements will be undertaken, in the summer term prior to the start of the School Direct programme. When designing this the SD Lead School needs to ensure that they have taken account of the need for student teachers to be fully prepared to teach across their specified age range and to have experience in two contrasting schools. This information will be reviewed by the School of Education's Partnership Office: schools will be approved if they are an existing partnership school of the UoB, or meet the criteria for the selection of schools to join the UoB partnership, as indicated in paragraph 2.1;
- The School-based Experience / Placements must include induction, observation of outstanding practice, experience in appropriate key stages and subject expertise; experience in 'before' and 'after' transition phases; teaching in respective key stages and subjects; training in the national priorities; engagement in Pupil Premium/Every 6 activities; assessment and reporting opportunities; PPA time; wider and co-operative life of the school; preparation for the NQT year; training in the professional and personal requirements of a teacher;
- The SD School will monitor and report student teacher absence to the UoB in accordance with the Absence from a Placement policy in the *PiE Agreement and Handbook* (absence has implications for instance regarding finance and bursary payments);
- It is expected that the student teacher will teach a percentage of a timetable as specified in their respective Primary or Secondary Placement Handbook;
- Student teachers will be supported by a mentor, who is allocated by the SD Host School, for the duration of their School-based Experience / Placement;
- SD Host secondary Schools will have a Professional Tutor (in the same way as for mainstream PGCE awards) to co-ordinate all school-based activity;
- The SD Lead School will be responsible for the transition support of each student teacher between different School-based Experiences / Placements. This will normally include facilitating liaison between the mentors in the different schools, arranging for the student teacher to meet their new mentor prior to the new School-based Experience / Placement, and sharing formal assessment reports between the different schools;
- The UoB will provide placement / subject tutor and link tutor input and support in the same way as for school-based experience / placement activity on mainstream PGCE awards;
- Assessment of student teachers' attainment of the Standards for QTS whilst on placement will be undertaken in the same way as for mainstream PGCE awards: school-based staff will undertake assessment, with quality assurance (joint observations and moderation) undertaken by UoB staff;
- The SD Host School will comply with the Enhanced Support and Failure of a Placement procedures (as detailed in the *PiE Agreement and Handbook*); comply with policies and procedures detailed in the *PiE Handbook and Agreement* including Data protection and use of images, Medical fitness in training, Policy and guidance for pregnant student teachers, maternity and paternity.

6.2 School Direct Salaried Route

The Salaried route is an employment-based route which leads to the recommendation of the award of QTS. In this route:

- Recruitment and selection processes are shared;
- All school-based experiences/placements are arranged and managed by the SD Lead School (it is the expectation that all placements will be in the SD Lead School or one of its SD Host Schools);

- Following the selection of a suitable student teacher, a personalised individual training plan will be developed by the SD Lead School in conjunction with the UoB. This will include a minimum of 120 days of School Experience, covering the requirement detailed in the *Initial Teacher Training Criteria (DfE, 2016)*;
- For the period of training all student teachers must be employed as unqualified teachers at a school, and must be paid in accordance with at least point one on the unqualified teachers' pay scale for the period of their training;
- It is expected that the percentage of teaching time for a student teacher will be reviewed regularly and increase over the year in relation to their developing confidence and competence. Guidelines will be issued by the UoB in the form of a Weekly Schedule to outline the development of contact time over the course of the year, and the UoB is responsible for deciding whether a student teacher's percentage of teaching time is appropriate and whether it can accommodate sufficient time for training. By the end of the course, the student teacher must have a timetable of no more than 90% contact time for the days that they are in school;
- The SD Lead School will be responsible for the organisation of the student teacher's remaining School-based Experiences / Placements. It must provide training in two contrasting schools and the timing and duration of the placements must be made with the agreement of the UoB and be at least six consecutive weeks in duration. All trainees should be prepared to teach within one of the following age phases: ages 3-7 (early years), 5-11 (primary), or ages 11-16 (secondary). Training must enable trainees to acquire the knowledge and skills they need to teach **across** the phase for which they are training. In early years, trainees will undertake assessed experience in Nursery or Reception, and in Key Stage 1. In primary, trainees will gain assessed experience across Key Stage 1 and Key Stage 2. In secondary, trainees may gain experience in KS5 but the majority of the training will be across Key Stage 3 and Key Stage 4. All trainees must be fully prepared by the end of the training year to teach **across** the specified age range.
- The SD Lead School will be asked to provide a copy of the proposed pattern of school-based experiences / placements and the proposed schools where remaining School-based Experiences / Placements will be undertaken, in the summer term prior to the start of the SD programme. This information will be reviewed by the School of Education's Partnership Office: SD Host Schools will be approved if they are an existing partnership school of the UoB, or meet the criteria for the selection of schools to join the UoB partnership, as indicated in paragraph 2.1;
- The School-based Experience / Placements must include induction, observation of outstanding practice, experience in appropriate key stages and subject expertise; experience in 'before' and 'after' transition phases; teaching in respective key stages and subjects; training in the national priorities; engagement in Pupil Premium/Every 6 activities; assessment and reporting opportunities; PPA time; wider and cooperate life of the school; preparation for the NQT year; training in the professional and personal requirements of a teacher;
- The SD Host School will monitor and report student absence to the UoB and the Lead School;
- Students will be supported by a mentor, allocated by the SD Host School, for the duration of their main School-based training and for their contrasting School Placement.
- SD Host secondary Schools will have a Professional Tutor (in the same way as for mainstream PGCE awards) to co-ordinate all school-based activity.
- The SD Lead School will be responsible for the transition support of the student teacher between their main School-based training and their contrasting placement. This will normally include facilitating liaison between the mentors in the first and second schools, arranging for the student teacher to meet their new mentor prior to the contrasting Placement, and sharing formal assessment reports between the first and second schools;
- The UoB will provide placement / subject tutor and link tutor input and support;

- Assessment of student teachers' attainment of the Standards for QTS will be undertaken by the Host School and the UoB;
- The SD Host School will comply with the Enhanced Support and Failure of a Placement procedures as detailed in the *PiE Agreement and Handbook*, comply with policies and procedures detailed in the *PiE Handbook and Agreement* including Data protection and use of images, Medical fitness in training, Policy and guidance for pregnant student teachers, maternity and paternity.
- A decision to fail a student teacher will be taken by the Host School and the UoB jointly. In the case where a student teacher fails a placement, the employing school may wish to terminate its contract with the student teacher. It is recommended that this clause be written into the contract of employment and the student teacher made aware of this scenario before beginning their training year. If the contract of employment is terminated due to a failed placement, the training programme will also be terminated by the UoB.

7. Criteria for deselecting a School Direct Lead or Host school

- 7.1 A SD Lead or Host School (or department within a secondary SD Lead or Host School) which demonstrates any of the following criteria will normally result in automatic deselection from the School Direct partnership:
- A school/college that goes into special measures following an OfSTED inspection (the SD Lead School will inform the UoB if a training school is graded either 'requiring improvement' or placed into 'special measures' by OfSTED);
 - Persistent non-compliance with the requirement of the School Direct Partnership Agreement;
 - Persistent non-compliance with course requirements such as sufficient opportunity to teach or the protection of non-teaching time;
 - Persistent evidence that mentoring, observation or feedback has not been provided or is of consistently poor quality;
- 7.2 Specific cases will be discussed with the NCTL, in order to reach a formal agreement about the most appropriate way forward. Assuming it is agreeable to the NCTL, in the case of a student teacher following a School Direct Tuition Programme, the student teacher will be offered the opportunity to transfer to a mainstream PGCE award, assuming that there is capacity within the award to support an additional student teacher.
- 7.3 In the case of a student teacher following a School Direct Salaried Programme, the student teacher will be provided with support by the Lead School in order to identify an alternative school to complete their programme.

8. Management and quality assurance

- 8.1 *School Direct management and committee representation*
The UoB's SD Co-ordinator has responsibility for the day-to-day management of the SD arrangements and student teachers following SD programmes. This includes supporting SD Lead and Host Schools and monitoring standards.
- 8.2 *School Direct Steering Group*
An overarching School Direct Steering Group, chaired by a SD Lead School representative, and comprised of SD Lead Schools and representatives from the UoB, is responsible for leading the strategic development of all SD provision. It reports to the School of Education's Board of Study, and is also responsible to the Partnership in Education Strategic Committee.
- 8.3 *School Direct Tuition Programme*

The UoB's SD Co-ordinator works closely with the PGCE Primary and PGCE Secondary programme leaders (and their respective programme teams) in respect of those student teachers following the School Direct Tuition Programme. The UoB's PGCE Programme Management Teams are responsible for the day-to-day running of the PGCE awards, while the overall management, monitoring and general administration of the PGCEs are the responsibility of the respective PGCE Primary and PGCE Secondary Programme Board.

A member of the School Direct Management team sits on each PGCE Programme Management Team and each PGCE Programme Board.

8.4 *School Direct Salaried Programme*

Student teacher representatives from the School Direct Salaried route meet with the School Direct Management team three times a year to give feedback and contribute to the School Direct Improvement Plan.

9 Examination/Assessment Boards

9.1 The UoB is responsible for the implementation of General Examination and Assessment Requirements for Taught Courses (GEAR). It also has responsibility for the administration of Examination Boards, including processing any claims for mitigating circumstances and appeals. It is also responsible for any disciplinary processes and academic misconduct arrangements.

9.2 *School Direct Tuition Programme*

SD student teachers following the SD Tuition Programme route are considered by the UoB's relevant PGCE Primary or PGCE Secondary Joint Area and Course Examination Boards in the same way as student teachers following mainstream PGCE programmes, and in accordance with GEAR Section E.

9.3 *School Direct Salaried Programme*

An annual School Direct Training Programme Salaried Final Assessment Board will be constituted by the UoB to consider the outcomes of all student teachers following the Salaried route (NB – this Examination Board will make recommendations for the award of QTS only; there is no academic award associated with the Salaried route. The 60-credit PGCE sits outside of this award).

10 External Examiners/Assessors

10.1 *School Direct Tuition Programme*

The UoB is responsible for the appointment of external examiners for the Tuition route. The existing external examiners for the mainstream PGCE Primary and PGCE Secondary awards will consider the progress and achievement of student teachers following the Training Route. Sample work provided annually for each external examiner will include the work of at least one SD student teacher.

10.2 *School Direct Training Programme Salaried*

The UoB is responsible for the appointment of an external assessor for the Salaried route to oversee and moderate the assessment of student teachers. The nomination and appointment processes for the External Assessor will mirror the processes associated with External Examiners of the UoB's award bearing provision.

11 Tracking

11.1 *School Direct Tuition Programme*

The progress of all student teachers following the Tuition route is tracked in the same way as for mainstream PGCE routes and other ITE programmes. This is undertaken by the relevant Route Leader.

11.2 *School Direct Salaried Programme*

The progress of all student teachers following the Salaried route is tracked by the SD Co-ordinator, drawing on the processes established for mainstream ITE programmes.

12 Annual monitoring and evaluation

12.1 Existing and well established monitoring processes for the UoB's mainstream ITE provision are mirrored for the purpose of the School Direct programme, drawing explicitly on SD Host School data and information. Specifically:

- Link tutor / placement tutor reports on the quality of support provided by partnership schools include a specific section inviting comment on, where relevant, the quality of the SD programme support;
- All SD student teachers are invited to complete placement evaluations at the end of each placement / school-based experience in the same way as student teachers following mainstream ITE routes: these evaluation forms flag the fact that the student teachers is following a School Direct programme in order to enable specific analysis of student teachers' SD experiences;
- Similarly, SD student teachers complete end of course evaluations which mirror those completed by mainstream PGCE Primary and PGCE Secondary student teachers;
- The evaluation of the SD Training programme informs the overall annual Academic Health reports for PGCE Primary and PGCE Secondary and associated improvement plans which, in turn, inform the annual Self Evaluation Document for Primary and Secondary ITE;
- The evaluation of the SD Salaried programme informs the annual Self Evaluation Document for Primary and Secondary ITE;
- The outcome of all evaluations are considered by the School Direct Steering Group.

13 Ofsted

13.1 The UoB is responsible for the Ofsted inspection of SD provision.

June 2018



University of Brighton

Initial Teacher Education Partnership

Annex 1 - School Direct Partnership Agreement

2018/19

SCHOOL OF EDUCATION

The University of Brighton and Name of Lead School

School Direct Partnership Agreement

This agreement relates to NCTL allocations for 2018/19.

1. Introduction

- 1.1 This Partnership Agreement sets out the agreement between the School Direct (SD) Lead School and the University of Brighton (UoB) in respect of School Direct. This is a legally binding agreement subject to the laws of England and Wales.
- 1.2 The objective of this document is to define the School Direct Partnership Agreement within the *Partnership Arrangement* and the *Underlying Principles of the Partnership* as detailed in the University of Brighton's *Partnership in Education: Agreement and Handbook*.
- 1.3 The principles and roles and responsibilities summarised in this document apply to the following School Direct routes:
 - (i) School Direct Tuition Programme
 - (ii) School Direct Salaried Programme
- 1.4 The School Direct Partnership Agreement will be annually reviewed by the Partnership in Education Strategic Steering Committee (PiESC) and in conjunction with SD Lead Schools/the School Direct Steering Group.
- 1.5 Student number places for School Direct are allocated by the National College for Teaching and Leadership (NCTL).

2. School Direct aims

- 2.1 The aims of the SD Lead School and the UoB in respect of the School Direct initiative are to:
 - Build upon established school-based ITE practice to develop an academically and professionally rigorous school-led programme of Initial Teacher Education (ITE)
 - Recruit and train outstanding student teachers to teach in partner schools and institutions
 - Develop, evaluate and promote innovative school-led ITE practice amongst partner schools and institutions
 - Ensure high quality provision with the professional development of school staff and student teachers
 - Develop a challenging programme of ITE which meets requirements as detailed in the *Teachers' Standards* (DfE, 2012) and *ITT Supporting Criteria* (NCTL, updated 28 February 2018).

3. Recruitment, admissions and enrolment

- 3.1 The SD Lead School, with support from the UoB, will hold responsibility for the marketing and promotion of their School Direct allocations.
- 3.2 The SD Lead School and the UoB will seek written approval before naming the respective organisation in any of their publicity or promotion materials.
- 3.3 The SD Lead School and the UoB will hold joint responsibility for the recruitment and selection of the student teacher. Both parties reserve the right to reject an applicant.

- 3.4 Recruitment and selection paperwork is to be shared between and made available to the SD Lead School and the UoB, with the original admissions paperwork being held by the UoB.
- 3.5 The UoB, in conjunction with the SD Lead School will be responsible for the admissions tracking documentation, paperwork and the NCTL's admissions requirements.
- 3.6 Prior to the full enrolment, as well as throughout the programme, the UoB will be responsible for carrying out relevant Occupational Health (OH) and Disclosure and Barring Service (DBS) checks in the case of the School Direct Tuition Programme.

For the School Direct Salaried Programme these responsibilities are held by the SD Lead School. Prior to a student teacher commencing on a School Direct Salaried Programme the SD Lead School must provide the UoB with written confirmation that all appropriate DBS and vetting checks have been made.

- 3.7 The UoB will be responsible for the student teacher's enrolment onto a University of Brighton programme and award.
- 3.8 The recruitment and admissions processes contained within the document *School Direct: Quality Assurance Framework* will be annually reviewed by the Partnership in Education Strategic Steering Committee (PiESC) and in conjunction with School Direct Schools/the School Direct Steering Group.

4. School Direct Programme role and responsibilities:

- 4.1 The UoB, in conjunction with the SD Lead School, is responsible for the academic standards, management and quality assurance of the School Direct programme.
- 4.2 The roles and responsibilities described in this School Direct Partnership Agreement should be read in conjunction with the UoB's overall ITE *Partnership Arrangement* within the *Partnership in Education (PiE) Agreement and Handbook* and *School Direct Salaried Handbook*, where the roles and responsibilities are shared, understood and respected.
- 4.3 The *PiE Agreement and Handbook* details the roles and responsibilities for the secondary age phase professional tutors, mentors, subject tutors and link tutors; and the primary age phase headteachers, mentors, classteachers and university placement tutors.
- 4.4 The School Direct programme will be delivered in accordance with the specific roles and responsibilities associated with the delivery and assessment as identified in the *School Direct Quality Assurance Framework*. This document will be reviewed annually by the UoB's Partnership in Education Strategic Committee and Lead Schools/the SD Steering Group.
- 4.5 Student teachers on the School Direct Tuition Programme are subject to the UoB's disciplinary regulations.
- 4.6 Student teachers on the School Direct Salaried Programme are subject to the disciplinary regulations of the SD Host School. If using the facilities of the UoB, they will be subject to the UoB's disciplinary regulations. When a case is sufficiently serious to merit a disciplinary hearing which might recommend exclusion, each institution undertakes to include a member of the other institution in the disciplinary process.
- 4.7 [For schools offering the salaried route only] Student teachers on the School Direct Salaried Programme will be employees of the named Host school and will be subject to the employment and staffing policies of that employer. The Lead School will ensure that the

student teacher is employed on at least point one of the unqualified teachers' pay scale and that they are not required to perform more than 90% of the teaching duties of a full time qualified teacher. A decision to fail a student teacher will be taken by the Host School and the UoB jointly. In the case where a student teacher fails a placement, the employing school may wish to terminate its contract with the student teacher. It is recommended that this clause be written into the contract of employment and the student teacher made aware of this scenario before beginning their training year. If the contract of employment is terminated due to a failed placement, the training programme will also be terminated by the UoB.

- 4.8 Student teacher complaints regarding the School Direct Programme will be referred to the University of Brighton for consideration according to its published complaints procedures.
- 4.9 The assessment regulations for the School Direct Tuition Programme will be subject to the UoB's General Examination and Assessment Regulations for Taught Courses (GEAR) of the University of Brighton and any course specific assessment regulations which apply to the UoB's PGCE Primary and PGCE Secondary awards. Student teachers completing the School Direct Tuition Programme will be considered by the relevant PGCE Primary or PGCE Secondary Examination Board, which shall similarly be conducted in accordance with GEAR. In the event of an appeal made by any student teacher, it will be these regulations which shall apply.
- 4.10 The assessment regulations and conduct of the Final Assessment Board for the School Direct Salaried Programme will mirror the principles set out in the UoB's General Examination and Assessment Regulations for Taught Courses (GEAR).
- 4.11 The employment and approval of the external examiners for the programmes will be the responsibility of the UoB.

5. School Direct programme monitoring and review

- 5.1 The UoB through established monitoring and evaluation mechanisms as defined in the *PIE Agreement and Handbook* and the *School Direct Quality Assurance Framework* will work with SD Lead Schools to annually review and develop the School Direct programme.
- 5.2 The UoB together with the SD Lead School, will ensure that student teachers are provided with an opportunity to periodically review and evaluate their experiences.

6. School Direct Tuition Resources

- 6.1 Student teachers following the School Direct Tuition Programme route will be charged the UoB tuition fees for the respective PGCE Primary or PGCE Secondary award. Tuition Fees are annually reviewed by the UoB.
- 6.2 The UoB will manage the financial arrangements and bursary scheme on behalf of the Partnership. The UoB will ensure that the School Direct Tuition Programme is covered in the UoB's OFFA agreement(s).
- 6.3 Resource allocations to the SD Lead School will be made in the ratio of payments made by National Student Finance / DfE and normally within 14 days of the first day of each University term. The University will follow NCTL / DFE and University financial regulations and be accountable to the respective auditing authorities.
- 6.4 The distribution of fees will be equitable and reviewed annually by PIESC and SD Lead Schools in the SD Steering Group.
- 6.5 The resource allocation in 2018-19 will be:

School Direct Tuition Programme (£9,250 Tuition Fees)

Type of delivery	SD Lead School Resource Allocation:	Key SD Lead School Responsibilities:	Key UoB Responsibilities:
School Direct Tuition Primary	£2,800 Paid to SD Lead School in three termly amounts	<ul style="list-style-type: none"> Recruits student teacher alongside UoB Organises all school-based experiences 	<ul style="list-style-type: none"> Delivers and assesses standard PGCE programme for student teacher Quality assurance
School Direct Tuition Secondary	£2,800 Paid to SD Lead School in three termly amounts	<ul style="list-style-type: none"> Recruits student teacher alongside UoB Organises all school placements Oversees delivery of Professional Studies Programme 	<ul style="list-style-type: none"> Delivers and assesses standard PGCE programme for student teacher Quality assurance

6.6 School Direct Salaried Resources

6.7 The SD Lead Schools employing student teachers following the School Direct Salaried Programme route will be charged training fees by the UoB.

School Direct Salaried Programme (Fees received by Lead School)

Student teacher	UoB Resource Allocation:	Key SD Lead School Responsibilities:	Key UoB Responsibilities
Receives Salary (at least point one on Unqualified Teacher's Scale)	£3,498 Paid by Lead School in three termly amounts Invoices raised for £1,166 per term	<ul style="list-style-type: none"> Oversees delivery of employment-based training Ensures that the Host school; <ul style="list-style-type: none"> pays Unqualified Teacher Scale salary pays on-costs arranges contrasting Second School Placement 	<ul style="list-style-type: none"> University sessions Tutor visits Monitoring and evaluations Mentor training Programme review Quality Assurance

7 Resolution of disputes

7.1 Any disputes will be discussed initially between the ITE Partnership Co-ordinator [UoB] and the Host school. Those disputes that cannot be resolved through this route will be referred to the Head of the School of Education and a senior member of staff from the Host school and/or Lead school.

8. Termination of the Agreement

8.1 This School Direct Partnership Agreement will remain in place from 1 September 2018 – 31 August 2019.

- 8.2 The UoB or the SD Lead School can seek termination of the *School Direct Partnership Agreement* if either party is unable or has not fulfilled its obligations as specified in the *School Direct Partnership Agreement*. Written notification providing detailed reasons for the termination must be provided by the signatories of the *School Direct Partnership Agreement* before its termination.
- 8.3 In the event of early termination, both parties are responsible for ensuring that commitments to enrolled student teachers are fulfilled. If financial insolvency becomes an issue, each party undertakes to inform the other of this at its earliest opportunity.

Signed in duplicate

Dr John Smith
Head of the School of Education
University of Brighton

Date

Headteacher
Name of School

Date
