



# PARTNERSHIP AGREEMENT

*An annual contractual agreement between members of the partnership*

**September 2023**



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## PURPOSE

The purpose of a partnership agreement between a School-Centred Initial Teacher Training (SCITT) and a school is to establish a formal and collaborative relationship to facilitate the training and development of new teachers. The partnership agreement outlines the roles, responsibilities, and expectations of both the SCITT and the school(s) involved.

By establishing a partnership agreement, the SCITT and the school(s) can work together effectively, ensuring a coherent and supportive training experience for aspiring teachers. It helps to maintain quality standards, provide a framework for collaboration, and establish clear expectations for all involved parties.

## PRINCIPLES AND EXPECTATIONS OF THE PARTNERSHIP

The Prestolee SCITT programme offers a school-based pathway designed for aspiring educators seeking to attain Qualified Teacher Status (QTS) within a school-centred environment. This programme also grants a Postgraduate Certificate in Education (PGCE) through collaboration with Sheffield Hallam University. The primary objective of this partnership is to provide exceptional initial teacher training centred around schools, ensuring it aligns with the needs of trainees, partner schools, students, and parents. The aim is to secure favourable outcomes for trainees in terms of both academic achievements and employability prospects. This partnership agreement serves as a comprehensive framework, clearly outlining the responsibilities and expectations of all stakeholders involved in the Initial Teacher Training (ITT) programme.

It is imperative that partners fully comprehend the extent of their roles. SCITT mentors, in addition to conducting regular formal observations and engaging in professional discussions, are expected to assume the position of “school-based trainers.” This role entails delivering high-quality continuing professional development (CPD) that complements the training provided by the SCITT. The objective is to enrich trainees’ knowledge and skills, ensuring uniformity across all components of the course.

The programme is centred around the advancement of the discipline and practice of education, achieved through exemplary teaching and research. Furthermore, it actively supports schools through collaborative research and training partnerships. Our vision is to cultivate professionals who demonstrate competence, reflection, and ethical conduct in their practice. These individuals distinguish themselves through their intellectual engagement, professional acumen, and unwavering dedication to the communities in which they serve.

## SELECTION OF PARTNERS

Partners should be able to demonstrate:

- A recent Ofsted inspection report or equivalent that identifies the strengths necessary to be involved in ITT.
- A commitment to ITT within their setting, policies and procedures, and a commitment to programme development. It is anticipated that this commitment will be recognised within the setting's own evaluation and development planning.
- A willingness to designate appropriately trained staff with specific responsibilities in relation to ITT.
- A commitment to engage in on-going training and professional updating for mentors, allowing them to work within the roles and responsibilities described in this Agreement.
- An understanding of the roles and responsibilities identified in this Agreement.
- A commitment to quality assurance and enhancement and the process of feedback, evaluation, monitoring and the critical review of professional practice and partnership activities.

## TRAINING AND SUPPORT

Prestolee SCITT's training programme combines practical, school based training with theoretical and academic study.

The application and selection process marks the beginning of the SCITT programme. Interested candidates submit their applications, which are then reviewed by the SCITT provider. Selection is based on factors such as qualifications, experience, and potential for teaching. Once selected, candidates proceed to the induction phase.

During the induction, candidates are introduced to the structure, expectations, and policies of the SCITT programme. They attend meetings, workshops, and other activities that familiarise them with the SCITT provider and the participating schools.

Following the induction, candidates embark on the initial stage of their training, which involves classroom observation. They spend time observing experienced teachers in action, learning about effective teaching strategies, classroom management techniques, and the overall learning environment.

The next significant aspect of the training programme is practical school placements. Candidates are assigned to schools where they gain hands-on teaching experience. Working under the guidance and supervision of experienced teachers, they gradually assume teaching responsibilities. Placements typically involve teaching various age groups and subjects to provide a well-rounded experience.

To support candidates throughout their training journey, each one is assigned a mentor. Mentors are experienced teachers within the school or SCITT staff members. They offer guidance, support, and constructive feedback, playing a crucial role in the candidates' professional development. Mentors regularly visit candidates in their placement schools to provide assistance and monitor progress.

In addition to the practical training, SCITT programmes incorporate scheduled training sessions. These sessions cover a wide range of teaching-related topics, including pedagogy, lesson planning, assessment methods, behaviour management, and special educational needs. Experienced educators deliver these sessions in the form of workshops, seminars, or lectures.

To develop a strong foundation of educational theory and research, candidates engage in academic study. For those who are completing a PGCE, this component of the programme is delivered by a partner university. Candidates attend lectures, seminars, or complete assignments related to subjects such as, curriculum development and teaching methodologies.

Reflective practice is emphasised throughout the SCITT programme. Candidates are encouraged to reflect on their teaching practice, identifying strengths and areas for improvement. They engage in regular self-evaluation, participate in discussions with mentors and colleagues, and may write reflective reflections on their teaching experiences.

Assessment and progression are integral to the SCITT programme. Candidates are evaluated on various aspects of their training, including their teaching practice, academic work, and overall professional development. Assessments may involve lesson observations, written assignments, examinations, and reflective portfolios. Successful completion of the programme leads to the award of Qualified Teacher Status (QTS).

## MENTORS

A mentor fulfils various roles by providing expertise, information, guidance, motivation, emotional support, and acting as a role model. When mentors are selected to work with trainees, they are experienced educators with exceptional subject knowledge and a clear understanding of what constitutes high-quality teaching across different contexts. With a comprehensive grasp of the course structure, mentors play a central role in fostering trainees' encouragement, supporting their growth and progress. Leveraging a diverse range of experiences, strategies, and techniques, they assist trainees in meeting the Teachers' Standards.

Mentors engage in meetings and discussions with trainees, actively monitor and assess their performance, and aid in the development of effective teaching practices and classroom management

strategies. Moreover, mentors should continually update their subject knowledge and possess the awareness to direct trainees towards additional expertise and knowledge sources, such as subject associations and evidence-based research.

When considering who will be best to provide a mentoring experience to Prestolee SCITT trainees it's important to consider the following:

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When considering who will be best to provide a mentoring experience to Prestolee SCITT trainees it's important to consider the following:

### **1. Building and Maintaining Relationships**

The breakdown or absence of a positive mentor relationship is frequently cited as a major cause of early career teacher attrition. The ability to establish and sustain a positive relationship is a fundamental aspect of effective mentoring, as it forms the basis for the future development of both the trainee and the mentor.

The establishment of a positive relationship should be approached with intentionality, and mentors must actively take steps to initiate this process. Building a relationship requires time and effort, necessitating the use of subtle communication skills such as active listening, effective questioning techniques, and mindful body language. That's why our mentoring programme places a strong emphasis on the significance of relationship building, explicitly focusing on the development of interpersonal skills that facilitate successful relationship establishment.

### **2. Feedback**

The capability to deliver high-quality feedback is essential for facilitating a trainee's progress. Central to this is the establishment of a positive feedback culture. Research indicates that when feedback is primarily negative or judgmental, it can adversely affect well-being, confidence, and ultimately, the trainee's commitment to their path (Hobson et al., 2020). Mentors play a crucial role in framing feedback as a motivating and learning-oriented process that should be embraced.

#### **3. Deliberate Practice**

Providing trainees with the chance to put their learning into action promotes accelerated development, often referred to as 'deliberate practice'. Extensive research supports the use of deliberate practice in the growth of novice teachers, particularly in the context of giving feedback.

The Initial Teacher Training (ITT) Core Content Framework, outlined by the Department for Education (2019a), explicitly emphasizes the importance of offering trainees multiple opportunities to practice and refine their teaching skills. This approach aligns with the principles outlined in the Department for Education's (2019b) Early Career Framework. By allowing trainees to practice specific skills in a 'low-stakes' environment outside the classroom and adjusting their approach based on feedback, their confidence grows when they apply those skills in the 'high-stakes' classroom setting.

Regularly practicing core classroom skills, such as gaining students' attention, also aids in their internalisation, making them automatic. This enables trainees to focus their mental energy on the essential task of teaching and ensuring that what they teach is effectively learned.

### **4. Reflection**

Trainee teachers often find it challenging to engage in meaningful reflection due to their limited ability to analyse their own performance. Even with a well-defined support model in place, novice teachers may struggle to understand the connection between their actions and their impact on their students' learning experience, primarily due to their limited pedagogical knowledge. This is where an effective mentor can truly make a difference. A skilled mentor can assist trainees in making these connections, fostering the development of their reflective practice and empowering them to identify their own developmental needs and take appropriate actions.

The mentor's impact is most profound when they lead by example, demonstrating the reflective process by honestly and openly reflecting on their own practice. By sharing their areas for personal development alongside their strengths, mentors create a supportive environment for trainees. Our mentor training programme focuses on equipping our mentors with the skills to effectively fulfil this role.

## 5. Professional Expertise

The Core Content Framework for Initial Teacher Training (ITT) outlines the essential knowledge and learning methods that should be acquired by trainee teachers. A crucial aspect of this framework involves understanding learning theories, effective teaching strategies, pedagogy, and the application of these principles within their specific subject and educational stage.

Trainee teachers often face the challenge of bridging the gap between theoretical concepts of teaching and learning and their practical implementation in their own teaching context. Mentors play a pivotal role in assisting trainees with this process. Mentors who possess expertise in the relevant subject area and educational stage, who are well-versed in the curriculum content being taught to the trainees, can facilitate these connections. To fulfil this role effectively, mentors require the necessary knowledge, experience, skills, and confidence to provide adequate support to their trainees.

Our mentor training programme acknowledges that mentors are skilled professionals who also require support and opportunities for growth to excel in their roles with their trainees. Alongside offering guidance on how mentors can foster the development of their trainees, our mentor training endeavours to help mentors identify their own areas of growth and enhance their own professional practice continually.

## 6. Wellbeing

The mental health and well-being of teachers have become a significant concern over time. According to the Health and Safety Executive Annual Report and Accounts 2018/19 by the United Kingdom's Health and Safety Executive (2019), teachers experience higher rates of work-related stress, depression, and anxiety compared to other professions. Education Support conducted research in 2017 to delve into the mental health and well-being of education staff, consistently presenting alarming statistics in their annual reports. The Teacher Wellbeing Index 2021 revealed that three-quarters of staff experienced symptoms of poor well-being, including behavioural, psychological, or physical issues attributed to work, and this trend has persisted for the past five years.

While teaching is a rewarding profession, it also brings forth considerable challenges that, if not managed effectively, can lead to stress. It is the responsibility of Initial Teacher Training providers and schools to fully prepare trainees to navigate these challenges. This entails assisting trainee teachers in prioritising their own well-being right from the beginning, and mentors play a crucial role in ensuring this occurs.

Our mentor training programme recognises the significance of trainees' mental health and well-being, equipping mentors with practical strategies and resources to provide support. We focus on identifying key factors that have proven effective in reducing stress among trainee teachers, such as workload

management, behaviour management of students, and establishing a healthy work-life balance. Additionally, our training encourages mentors to reflect on and model their own well-being management, demonstrating that a successful work-life balance is attainable and a long-term career in teaching is sustainable.

## QUALITY ASSURANCE

Quality assurance mechanisms ensure that SCITT programmes meet certain standards and maintain the quality of teacher training.

Below are some of our quality assurance measures:

- **Accreditation:** The SCITT programme is accredited by Ofsted. Accreditation ensures that the programme meets certain standards and has undergone a rigorous evaluation process.
- **Quality Assurance Framework:** This outlines the processes and procedures for maintaining quality. This framework includes aspects such as recruitment and selection of trainee teachers, training content, assessment procedures, and ongoing support for trainees.
- **Partnership with Schools:** These partnerships play a crucial role in quality assurance. Regular communication and collaboration between the SCITT provider and partner schools ensure that the programme aligns with school-based requirements and best practices.
- **Mentor Training:** This training ensures that mentors have the necessary skills and knowledge to support and assess trainees effectively. Regular mentor meetings and observations help monitor the quality of mentoring and provide ongoing support.
- **Assessment and Feedback:** Rigorous assessment procedures are implemented to evaluate the progress and competence of trainee teachers. This includes lesson observations, written assignments, reflections, and feedback sessions. Standardisation processes and moderation help ensure consistency in assessment across different schools and assessors.
- **External Evaluation:** External evaluation plays a crucial role in quality assurance. External assessors conduct periodic visits to the SCITT programme to review its processes, observe trainee teachers, and provide feedback. External evaluations help identify areas for improvement and validate the quality of the programme.
- **Data Analysis and Performance Review:** The SCITT collects data on trainee performance, completion rates, and subsequent employment outcomes. Regular analysis of this data helps identify trends and areas for improvement. Performance reviews involving stakeholders from partner schools, trainee teachers, and the SCITT provider can facilitate continuous improvement.

The Partnership is overseen and managed through a collaborative committee structure which operates at leadership and programme levels. Such committees provide collaborative forums for the consideration of the performance of the programme.

## ROLES AND RESPONSIBILITIES

### Recruitment

Prestolee SCITT ensures a rigorous approach to recruitment. In order to identify a candidates potential to train to teach the panel will implement a holistic approach including:

An interview

- Planned mini-teach with questions, an opportunity for reflection and key discussion
- Maths and English tasks
- If successful, trainees are asked to complete a series of pre-course professional development tasks and to read and engage with recent up-to-date educational research in order to better prepare them for the start of the course.

Prestolee SCITT will:	School/ partners will:	Mentors will:
<ul style="list-style-type: none"> <li>• Collaborate with partners to conduct a rigorous, high quality, open and transparent recruitment and selection process.</li> <li>• Organise a panel of professionals to review DBS issues comprising representatives from the Partnership.</li> <li>• Share all recruitment procedures with all members of the partnership and refine if necessary.</li> </ul>	<p>Support Prestolee SCITT to conduct a rigorous, high quality, open and transparent recruitment and selection process</p>	

### Prior to commencement of the placement

Prestolee SCITT will:	School/ partners will:	Mentors will:
<ul style="list-style-type: none"> <li>• Ensure the Partnership Agreement is shared with the partnership school and that it is signed and returned before any trainee undertakes their professional practice.</li> <li>• Ensure that prior to embarking upon a Professional Practice all trainees will have received training in the following areas:</li> <li>• Safeguarding</li> <li>• Child protection &amp; PREVENT</li> <li>• Non-negotiable expectations in line with</li> <li>• Prestolee SCITT's Code of Conduct Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Understand to the terms and adhere to the terms conditions of this agreement</li> <li>• Promote and advance equality and diversity and eliminate discrimination.</li> <li>• Accept responsibility for the trainee under the Health and Safety at Work Act 1974 and have a written Health and Safety Policy in place.</li> <li>• Have in force Employers' and /or Public Liability insurances and ensure that the trainee and/or accompanying teacher is deemed to be an employee for the purposes of these insurance policies.</li> <li>• Agree that Prestolee SCITT can store and utilise school information that it holds and use that information for enhancing the training and education it provides.</li> <li>• Provide a health and safety induction for the trainee as you would to any member of staff working in your setting ensuring appropriate risk assessments have been carried out.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the trainee is not subject to any further DBS or safeguarding checks and that the SCITT's confirmation of a trainee's suitability to train to teach is accepted by the school as proof of their clearance to work with children and young people in line with the DBS Code of Practice</li> <li>• Ensure that all trainee teachers are provided with the following at the commencement of their training in each school: <ul style="list-style-type: none"> <li>• The child protection policy</li> <li>• The staff behaviour policy (sometimes called a Code of Conduct)</li> <li>• Information about the role of the designated Safeguarding lead</li> <li>• A copy of Keeping Children Safe in Education</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Complete a health questionnaire to ensure that all trainees are 'fit to teach'.</li> <li>• If a health need is disclosed, ensure that risk assessments and information is shared appropriately as required.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a risk assessment if appropriate in collaboration with the SCITT</li> </ul>	<ul style="list-style-type: none"> <li>• Take into account any risk assessments in place whilst maintaining confidentiality</li> </ul>

<ul style="list-style-type: none"> <li>• Appoint a Lead Mentor to quality assure the professional practice, providing an overview of quality assurance processes and procedures.</li> <li>• Allocate trainees to professional practices based on their identified training needs.</li> <li>• Provide specific guidance to explain the requirements for each professional practice and guidance on how to support the trainee throughout their training in the setting.</li> <li>• Provide 1:1 bespoke training for any mentor who requires additional support.</li> </ul>	<ul style="list-style-type: none"> <li>• Agree and adhere to Prestolee SCITT Quality Assurance processes and procedures.</li> <li>• Ensure an appropriate mentor is identified for each trainee</li> </ul>	<ul style="list-style-type: none"> <li>• Be responsible for reviewing and updating all information that Prestolee SCITT holds on the school, ensuring it is kept up to date and that Prestolee SCITT is informed of any key changes including contact details</li> </ul>
<ul style="list-style-type: none"> <li>• Ensure all trainees have an Individual Training Plan prior to the course starting and that trainee targets are reviewed, refined and updated in response to need/feedback/audits.</li> <li>• Remain accountable for all assessment outcomes and recommendations.</li> <li>• Provide all mentors with trainee documentation including the handbook</li> <li>• Outline the processes and procedures to enable schools to accurately and consistently assess all trainees on Professional Practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide the school based mentor time to read the handbook and become familiar with the requirements of the role</li> </ul>	<ul style="list-style-type: none"> <li>• Familiarise themselves with Prestolee SCITT Handbook and direct any questions prior to the trainee beginning their placement to the SCITT</li> </ul>

**During Professional Practice**

<b>Prestolee SCITT will:</b>	<b>School/ partners will:</b>	<b>Mentors will:</b>
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<ul style="list-style-type: none"> <li>• Keep in contact with mentors and support where necessary</li> <li>• Deliver comprehensive training for mentors, including termly CPD and 1:1 training where necessary</li> <li>• Ensure compliance of trainees' timetables</li> <li>• Ensure schools have the opportunity to engage in wider partnership issues, such as selection of trainees, programme design and development, representation on executive and deliberative committees leading to development of policy</li> <li>• Ensure Lead Mentors provide bespoke support for mentors and quality assure judgements and the quality of written feedback and targets set</li> <li>• Support mentors and schools if a 'Cause for Concern' is raised</li> <li>• Ensure all mentors can make an accurate identification and assessment of any trainee</li> <li>• Ensure all mentors have an understanding of the needs of trainees as 'teachers in training' and can support, develop and respond to the individual trainee's training needs by setting appropriate, specific individual targets</li> <li>• Ensure training is delivered for ITT Ofsted inspections (including the ITT Framework for Inspections) to the school and prepare them prior to notification of an impending ITT inspection</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure a commitment from all relevant staff to the provision of ITT, and access to training provided by Prestolee SCITT</li> <li>• Provide trainees with enhancement opportunities / CPD according to trainee needs, where possible and appropriate</li> <li>• Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainee use</li> <li>• Provide access to ICT equipment with Internet connection at a level appropriate to the number and requirements of the trainees</li> <li>• Allow mentors to attend training provided by the SCITT</li> <li>• Ensure that the workload given is appropriate and in line with the guidance in the placement handbook.</li> <li>• Follow the guidance given by the Prestolee SCITT team if a trainee is displaying Social, Emotional or Mental Health concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Attend training provided by the SCITT</li> <li>• Ensure completion of trainees' timetables in accordance with the requirements of that professional practice</li> <li>• Adhere to the Prestolee SCITT observation procedure</li> <li>• Ensure trainees access the appropriate number of days/hours required for that professional practice</li> <li>• Monitor trainee achievement and share this with Prestolee SCITT including professional practice end of placement review</li> <li>• Provide support for each trainee to fulfil their teaching potential, ensuring that any 'At risk' procedures are adhered to</li> </ul>
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<ul style="list-style-type: none"> <li>• Support the Social, Emotional, Mental Health and Wellbeing of its trainees throughout their SCITT training</li> <li>• Offer tutorials on a regular basis to ensure that all trainees are 'on track' and are managing their current workload.</li> <li>• Provide a resilience questionnaire on a termly basis and liaise with the school if 'reasonable' adjustments should be made</li> <li>• Timetable 'Wellbeing Drop in Sessions' for those trainees needing additional support within the academic calendar</li> <li>• Provide access to effective services and wellbeing initiatives</li> <li>• Deliver training to school based mentors to recognise signs of social, emotional and mental health needs and ensure they have the appropriate resources to signpost trainees</li> </ul>		<ul style="list-style-type: none"> <li>• Hold a weekly review meeting and record on Mosaic. This should be a learning conversation; the focus may be on: <ul style="list-style-type: none"> <li>• Aspects of teaching and learning, pupil progress, assessment and record keeping</li> <li>• Progress against the curriculum, including subject knowledge development, professionalism and trainee wellbeing</li> <li>• Implementation of strategies and knowledge gained from centre-based sessions and next steps</li> <li>• An opportunity to share lesson plans and ideas in advance of teaching</li> <li>• progress of the trainee their journey, the overall picture and the impact they are having on pupil progress</li> </ul> </li> <li>• Complete End of Placement Review on Mosaic by the deadline set for that professional practice</li> <li>• Attend training by Prestolee SCITT on mental health</li> <li>• Liaise with Lead Mentors or a member of the SCITT team if there are concerns with regards to the health or academic development of a trainee</li> </ul>
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**After Professional Practice**

Prestolee SCITT will:	School will:	Mentors will:
<ul style="list-style-type: none"> <li>• Complete a review of the data and analyse trends to implement interventions, as appropriate</li> <li>• Share data trends and analysis with all stakeholders</li> <li>• Use data and analysis to inform mentor CPD</li> <li>• Send payment upon receipt of the agreed assessment documents</li> </ul>	<ul style="list-style-type: none"> <li>• Have the opportunity to contribute to programme design and development</li> <li>• Ensure that all placement weekly documents are completed and that the End of Placement Review is completed by the prescribed date(s) to ensure payment is processed</li> <li>• Complete feedback evaluations when requested</li> </ul>	<ul style="list-style-type: none"> <li>• Provide feedback when requested</li> </ul>

**DURATION, RENEWAL AND TERMINATION**

**Duration** - The Duration of the Partnership Agreement is for one academic year or less, depending on the specific circumstances and requirements of the training programme. This is specified in the dates below.

**Renewal** - In cases where the Partnership Agreement is intended to be ongoing there will be a review process of evaluation of the partnerships effectiveness. The renewal process ensures that both the SCITT and the partner organisation have the opportunity to assess the success of the partnership and make any necessary adjustments before entering into a new agreement.

**Termination** – Termination clauses are included to ensure that there is a clear process in place if either

party wishes to end the partnership before its intended duration. There is a minimum two week notice period (unless agreed by both parties or is related to safeguarding).

Reasons for termination:

- Safeguarding
- Breaches of the agreement
- Failure to meet the expected standard
- Changes in circumstances or organisational priorities
- Other factors that may impact the successful delivery of the training programme

Process of termination:

1. Review the Partnership Agreement – both parties
2. Notification of intent – The party wishing to terminate should formally notify the other party of their intent to terminate in writing and should clearly state the reason
3. Consultation and discussion – Upon receiving the notice both parties may engage in discussion to understand the reasons for termination and explore potential resolutions. This consultation period allows for open communication and an opportunity to address and concerns
4. Compliance with notice period – this is two weeks. This allows for an orderly transition and completion of ongoing activity. Both parties should work together to minimise disruption and ensure a smooth transfer
5. Financial settlement – as part of the termination process any financial or contractual matters should be addressed. This may include, outstanding payments, reimbursement of expenses, return of shared resources or equipment
6. Evaluation – after termination it is beneficial for both parties to evaluate the effectiveness of the partnership and document lessons learned. This evaluation can inform future collaboration and improve training.

## CONFIDENTIALITY AND INTELLECTUAL PROPERTY

### Non-Disclosure Obligation:

- a. The SCITT and the school agree to maintain strict confidentiality with respect to any confidential information disclosed by either party during the course of the partnership.
2. Confidential information includes, but is not limited to, curriculum materials, assessment methods, student data, teacher evaluations, and any other proprietary information identified as confidential.
- c. Both parties shall take reasonable measures to protect the confidentiality of the information, including restricting access to authorised personnel and implementing appropriate security measures.

### Use of Confidential Information:

- a. The confidential information disclosed by one party to the other shall be used solely for the purpose of fulfilling the obligations under the partnership agreement.
- b. The parties agree not to use or disclose any confidential information for their own benefit or for the benefit of any third party without the prior written consent of the disclosing party.
- c. Confidential information shall not be reproduced, distributed, or shared with any unauthorized individuals or entities, except as required for the proper execution of the training programme.

### Data Protection and Privacy:

- a. The parties shall comply with applicable data protection laws and regulations in the collection, storage, processing, and sharing of personal data obtained during the partnership.
- b. Personal data shall be handled securely, and appropriate technical and organizational measures shall be implemented to protect against unauthorized access, loss, or alteration.
- c. The parties shall obtain necessary consents and inform individuals about the purpose and use of their personal data in accordance with relevant privacy laws.

### Return or Destruction of Confidential Information:

- a. Upon termination or expiration of the partnership agreement, both parties shall promptly return or destroy any confidential information received from the other party.
- b. This provision shall also apply in the event of the termination of the partnership or at the request of either party during the term of the agreement.

### Exceptions:

The obligations of confidentiality shall not apply to information that:

- i. Is already in the public domain at the time of disclosure or subsequently becomes part of the public domain through no fault of the receiving party.
- ii. Is independently developed by the receiving party without reference to the confidential information.
- iii. Is required to be disclosed by law or court order, provided that the receiving party notifies the disclosing party in advance to allow for appropriate protective measures.

### Handling of personal data

Personal data of trainee teachers and other individuals involved in the training programme will be collected, processed, stored and shared in compliance with relevant data protection laws and regulations.

### Use of confidential Information

All confidential information is limited to the scope of the partnership. Other uses are prohibited for any other purposes without the explicit consent of the disclosing party.

### Intellectual Property Rights

Ownership of Training Materials- Training materials and resources developed during the partnership are the intellectual property of Prestolee SCITT. They cannot be used, shared or reproduced without express permission given from Prestolee SCITT. Where they have been developed in collaboration with another party they are of shared ownership rights.

## RESOURCE ALLOCATION

### Non-Disclosure Obligation:

**Funding:** Financial arrangements between the SCITT and the school for supporting the training programme.

### Placement fees

- Placement School A - £500 per trainee
- Placement School B - £500 per trainee

Funding will be released upon receipt of an invoice at the end of each placement and on the condition that schools adhere to all aspects of the Partnership Agreement.

### Facilities, equipment, resources

During a trainees time in school it is the schools responsibility to ensure the availability, maintenance, and suitability of facilities to support the training activities. E.g.

- Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainees to use.
- Provide access to the necessary equipment with internet connection at a level appropriate to the number and requirements of the trainees, including individual access
- to the school's IT systems where appropriate.
- Provide access to online materials that the school frequently uses to support workload for the trainees including teaching materials and resources.
- Accept responsibility for the trainee under the Health and Safety at Work Act 1974



## SIGNATURES

I agree to the terms and conditions of Prestolee SCITT Partnership Agreement for the time period of

to

Name of School

Head teacher  Date

Signature of behalf of Prestolee



Copyright © 2018 Prestolee Primary School, All rights reserved.

Our mailing address is:

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