

SCHOOL OF EDUCATION

SECONDARY INITIAL TEACHER EDUCATION
PARTNERSHIP AGREEMENT



University
of Worcester

School of Education

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The Partnership Agreement is based on the statutory guidance from the Department for Education
<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

Introduction

The Secondary Initial Teacher Education (ITE) programme is a partnership between individual schools and the University of Worcester. The Partnership is a shared commitment to pursue high quality Initial Teacher Education and to provide trainees with the best possible preparation for their chosen profession. The commitment recognises that the teachers in the partnership, and staff in the university, have distinctive contributions, roles and responsibilities.

The Partnership Agreement is reviewed annually and republished at the start of each academic year. This reflects any changes in university practice as well as ensuring continued compliance with the latest [DfE ITT Criteria and supporting advice](#). The University of Worcester, School of Education in consultation with our school partners, acknowledge that the ITT Criteria, as published by the DfE, will always take precedence over the Partnership Agreement and will act according to the latest ITT Criteria and supporting advice. The partnership also recognises that the well-being of the pupils in school takes priority over all other considerations.

The Principles of Partnership

The Partnership Agreement between the Partnership School and University of Worcester is crucial to the success of the programme and training received by trainees. This sets out:

Section 1	Key Roles and Responsibilities
Section 2	Recruitment and Selection Procedures
Section 3	Training Criteria
Section 4	Quality Assurance Procedures
Section 5	Breakdown of Placements
Section 6	Assessment of Trainees and Internal and External Moderation Procedures
Section 7	Improvement Planning and Self Review
Section 8	Professional Development Opportunities
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Commencement, Duration and Review of Agreement

This agreement is signed by the school at the point of making the university placement offers.

Between:

- **University of Worcester ('The University')** of Henwick Grove, Worcester, WR26AJ
- **[Partner name and address] ('The Partner')**

The duration of this agreement is for one academic year. This agreement replaces all previous agreements relating to the Partnership which are hereby declared null and void. The arrangement will be reviewed annually by both partners. The review will be completed and the agreement updated prior to the start of the academic year.



Section 1 - Key Roles and Responsibilities

The Accredited Provider

The provider, University of Worcester, is an accredited mainstream ITE provider and has the ability to charge tuition fees to trainees. It is accountable and responsible for the ultimate recommendation of the award of QTS. The provision must therefore be compliant with the Secretary of State's Criteria for ITT <https://www.gov.uk/government/publications/initial-teacher-training-criteria> and align with the Ofsted ITE Inspection handbook.

<https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>

This will be achieved through close cooperation between the partner school and University of Worcester.

The following roles and responsibilities should be read in conjunction with the detailed responsibilities set out in the relevant placement documentation.

Course Leader (University) undertakes the following:

- Liaising with Professional Mentors and tutors over placements.
- Organising mentor meetings for professional and Subject Mentors and new mentors.
- Reviewing recruitment policies and strategies.
- Organising interviews.
- Organising examination boards.
- Organising external examiners and mentors who act as internal moderators.
- Liaising with committees over term dates, structure of the course and financial payments.
- Liaising with national bodies about developments in the structure and management of ITT (Initial Teacher Training) courses.
- Co-ordinating inspections.
- Developing the course in light of feedback from Ofsted, external examiners, mentors and trainees.
- Evaluating and reviewing course structures and procedures.
- Acting as second viewer for failing trainees.
- Advising trainees who are not on target.

Subject Tutor (University) undertakes the following:

- Maintaining regular communication with the trainee and school, organising at least one placement visit per term, liaising with the Professional Mentor and Subject Mentor in advance.
- Providing pastoral and academic support and career guidance to the trainee.
- Quality assuring the placement, and judgements against the Teachers' Standards, by conducting joint observations with the Subject Mentor and/or Professional Mentor and observing the feedback.
- Providing feedback to the partnership using the Tutor Visit Form to quality assure the placement (see Trainee Entitlement) and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of PebblePad to track trainee progress.
- Moderating trainee outcomes across schools, subjects and age phases.
- Marking and moderating assignments.

Professional Mentor (School) undertakes the following:

- To be the first point of contact, and to maintain communication, in the trainee, Subject Mentor (school) and University partnership.
- To support the welfare and undertake the supervision of the trainee whilst on placement.
- The organisation and quality assurance of the school experience, ensuring trainee entitlement and moderation of interim and end point assessments.
- Providing an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct) information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaising with the Subject Tutor (university) and Subject Mentor (school) on the needs assessment of the trainee, providing intervention in a timely manner.
- Ensuring all active mentors have QTS and are University of Worcester mentor trained prior to hosting placements. Attend placement briefings (autumn and spring) and monitor the attendance of all active Subject Mentors at these briefings.
- Ensuring the delivery of the professional studies programme in the school.

Subject Mentor (School) undertakes the following:

- Day to day supervision, providing a suitable timetable across two Key Stages (4 year groups) for the trainee and access to relevant department and school documentation including access to schemes of work and pupil data.
- Ensuring the completion of 3 lesson observations per week and coordinating feedback in line with partnership documentation.
- Arranging regular and undisturbed weekly review sessions to review progress and set SHARP targets that are regularly monitored.
- Working with Professional Mentors and Tutors to determine timely and accurate assessment of progress towards the Teachers' Standards using partnership documentation.

Professional and Subject Mentors will both:

- Liaise and communicate with the Subject Tutor (university) on the progress and assessment of the trainee against the Teachers' Standards.
- Observe and monitor the overall performance of the trainee on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation forms as necessary.
- Facilitate the trainee's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support trainees to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the trainee (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue their own CPD; investing time to develop a good working relationship with the University (mentor standard 4) including new mentor training and attendance at two placement briefings per year.

Course Administrator/Partnership Co-ordinator will undertake (with the schools, tutors and Trainees) to:

- Collate school offers and match trainees to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that trainees are placed in at least 2 high quality contrasting school settings including schools with post-16 provision for those on the 11-16 with post-16 enhancement route.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between trainees, schools and the university including the administration of school documentation.
- Coordinate arrangements for the delivery of new mentor training and placement briefing meetings (autumn and spring) keeping a register of attendance.

Trainee Entitlement whilst on placement:

- One Subject Mentor meeting focused on review and planning (one hour per week).
- Professional studies taught programme organised by the Professional Mentor.
- Three formal written subject observations per week.
- One joint observation by the Professional Mentor (or deputy) during the placement.

Trainees

Trainees are expected to behave as teachers, maintaining a professional stance at all times (i.e. to meet the Teachers' Standards (2013) parts 1 and 2). Part 2 refers to the personal and professional conduct expected of a teacher. All trainees are required to sign the Secondary PGCE Trainee Code of Conduct.

<http://www.worcester.ac.uk/discover/education-secondary-partnership-placement-information.html>

Meetings and Membership

Partnership Advisory Group (PAG)

Membership

This is a secondary programme advisory group consisting of members from university and partner schools, PGCE, School Direct and Apprenticeships. Membership includes Head of Centre, Head of Partnership, Course Leaders, school representatives to include members of school management teams, teaching alliances and mentors.

Role of the group

The PAG is strategic and complements the role of the Student Staff Liaison Committee. The term will be for three years. The remit of the committee is to:-

- attend one meeting per term.
- contribute to and scrutinise the annual self-evaluation document
- review annually the partnership agreement
- contribute to the long term planning of the programme
- advise on overall programme issues
- approve and review mechanisms for quality assurance
- scrutinise evaluation strategies and review their operation
- review evaluations (trainee/mentor/tutor) to inform themes to take forward
- discuss the self-evaluation of mentor briefing events to inform future events
- determine the criteria for selection/de-selection of schools
- meet with OFSTED inspectors during inspections

The Student Staff Liaison Committee (SSLC)

Membership

Attendees: Course Leader and School of Education Representative (Chairs), representatives from the university, partner schools, former and current trainees. The group meets two times per year to monitor the programme and inform programme development.

Role of the committee is to:

- Advise the Course Leader (University) on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme.
- Review annually the operation of the programme and both consider and make recommendations for its improvement.
- Approve programme modifications and developments that do not require revalidation.
- Consider, from time to time, the need to revise, develop or otherwise substantially alter the programme in the light of prevailing circumstances, and prepare appropriate proposals.
- Develop the brief for External Examiners and Internal Moderators each year.
- Receive and respond to feedback from trainees, NQTs and Subject Tutors (University) and school partners on matters relating to Library and Learning Services and resources.
- Update trainees, Subject Tutors (University) and school partners on matters relating to library, IT and media services.
- Contribute to the improvement and development plan and the Self-Evaluation Document (SED).

Course Representatives Committee

Membership

This committee usually meets multiple times a year and by arrangement with the representatives. The membership of this committee is:

- Course Leader (Chair).
- Course Administrator (Minute taker).
- One trainee (Course Rep.) from each subject (School Direct or Core trainees), plus an additional two representatives from School Direct.

Role of the committee

The role of the committee is to provide a forum for trainees to:

- Review the operation of the programme providing feedback on positive and negative aspects.
- Review university facilities and procedures providing feedback on positive and negative aspects.
- Provide suggestions for the development of the programme.
- Raise concerns about subject courses that have not been addressed within subject groups.

Section 2 - Recruitment and Selection of Trainees

Our rigorous selection procedure is clear, accessible and inclusive and ensures the best possible trainees are recruited to meet specific local and/or regional needs. Partnerships schools and the university work closely together to recruit and select throughout the year in accordance with the statutory guidance.

Section 3 - Training Criteria

Age Phases

Training must enable trainees to acquire the knowledge and skills they need to teach within the phase for which they are training. For secondary, training typically will take place across the 11-16 (with post-16 enhancement) or 14-19 age ranges, depending on the subject(s) of training. No training programme should cover fewer than four school years.

Attendance

All stakeholders must ensure that the secondary training programme is designed to provide trainees with 120 days (24 weeks) time being trained in schools and colleges to enable them to demonstrate that they have met all the standards for QTS.

All trainees must have experience of working in two contrasting schools. Trainees need to record their attendance on the 'PGCE Secondary Attendance Record' and submit this as part of their electronic portfolio. As noted in the code of conduct trainees have the following responsibilities:

- There is an expectation for trainees to attend 100% of days in University and in school. They should arrive in good time and dress appropriately.
- If a trainee is going to be absent from University, they should contact their tutor. If they are going to be absent from school, messages **MUST** be given to the appropriate member of staff following normal school procedures. They should also contact the course administrator and Subject Tutor in University. **An absence of five days should be followed up by a Doctor's note.**
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with the tutor in advance. All planned absence from school must be made up. If absent, trainees will need to be prepared to supply work for classes to be covered and to communicate this clearly with mentors.
- Routine doctor's and dentist's appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with the University tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.
- All aspects of the course are compulsory and full attendance is compulsory. Trainees are expected to actively engage in the programme.

Additional Placements

It may be necessary for a trainee to experience teaching in different setting(s) to meet the requirements of the Teachers' Standards (2013) including schools with EAL pupils and special schools.

Primary and Post Sixteen Placements

Providers must ensure that trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. To meet this partnership schools are required to organise a 1-3 day placement in a local feeder school to allow trainees to complete a focused task.

Trainees who are following the 11-16 with post sixteen enhancement route will be expected to experience post sixteen teaching. This should be arranged as part of their timetable where applicable. There a few occasions where a trainee has been placed in two 11-16 schools. In these instances the University will organise a short third placement.

Trainees who are following the 14-19 subjects are required to experience a short, 1-3 day placement within the HE environment.



Section 4 - Quality Assurance Procedures

The process of selection / de-selection of schools

The process will be reviewed by the Partnership Advisory Group (PAG). If a school is identified as not meeting the DfE Criteria for ITT or the responsibilities outlined in this Partnership Agreement, then the university has the right to de-select the school and withdraw trainee placements. The Course Leader (University) will discuss the situation with the relevant school and offer appropriate support to avoid deselection where possible.

Please note: any Partner School issued with a Notice to Improve or placed in Special Measures should notify the University Partnership Office immediately; placements may need to be suspended for a period.

However, the University is committed to placing trainees on all training routes in all phases in a wide range of contrasting settings. This is essential to their development. While there are of course circumstances in which it is neither in the trainee's nor the school's interests to establish or continue a placement, such circumstances are judged on a case by case basis. The School of Education is committed to maintaining strong partnership activity with colleagues in Partner Schools that are facing challenges. This includes placing trainees in schools that have been judged by Ofsted to be Inadequate, provided that the quality of the training experience can be assured. The University will conduct a risk assessment on the placement.

Selection of Mentors

All school staff who have not had a trainee from University of Worcester before must receive new mentor training. Partner schools are responsible for selecting their mentors. In doing so they agree that they are selecting mentors who:

- Have QTS status and successful teaching experience.
- Possess the personal qualities to establish trusting relationships, model high standards of practice to support a trainee (mentor standard 1)
- Are able to support trainees to develop their teaching practice in order to set high expectations of all pupils to meet their needs (mentor standard 2).
- Set high expectations and induct the trainee to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnership (mentor standard 4).

Section 5 – Breakdown of Placements

In the event of a major sudden crisis, for example professional misconduct, that requires the exclusion of a trainee from the placement, the Course Leader should be contacted immediately and before any precipitous action is taken. At this stage it may be necessary to invoke the University Fitness to Practice procedures:

<http://www.worcester.ac.uk/registryservices/documents/FitnesstoPractiseProcedures.pdf>

In the event that a school is unable or unwilling for a trainee to continue, the University may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the course will terminate. Please note a school has the right to withdraw a placement at any time but schools must be aware of the consequences for the trainee.

If a trainee feels that they are unable or unwilling to continue in a placement they must inform their Subject Tutor, the professional mentor and the Course Leader. If it is considered that the trainee has grounds for mitigating circumstances the University may attempt to find an alternative placement. The trainee will be made aware that there are no guarantees of an alternative placement.

At any stage in this process, if matters are considered serious enough, the trainee may be asked to leave the programme. Counselling through the University Counselling and Mental Health (C&MH) Service will be offered.





Section 6 - Assessment of Trainees and Internal and External Moderation Procedures

Please refer to the partnership guidance documentation at

<http://www.worcester.ac.uk/discover/secondary-strategic-partnership.html>

Internal Moderation

- School experience and assessment of trainees is moderated through shared observations between School Mentors and University Tutors. University Tutors complete Tutor Visit Forms as part of the quality assurance system to provide mentors with feedback.
- Moderation procedures will be shared during training events at University of Worcester or at school.
- Additional moderation processes are in place with trainees that are identified as not on target (NOT).
- Professional Mentors should cross-moderate judgements made in their school across subjects, and where applicable, across providers.
- Subject Tutors conduct shared moderation visits across different subjects as part of the standardisation procedure.

External Moderation

- The university employs External Examiners. They act as 'critical friends' of the course and comment on the efficacy of course developments and moderate those involved in the judgment of trainee progress and outcomes.
- External Examiner(s) will visit a sample of trainees in placement schools and will review the trainees' assignments.
- All examiners and moderators are members of the final examination board.
- External Examiners' reports will provide a written report which the secondary team respond to as part of improvement planning processes.

Temporary and permanent withdrawals from the programme

Any concerns regarding the progress of a trainee by the school should be raised initially with the Subject Tutor (university) at the earliest opportunity and before any formal process is put into action. This procedure should be viewed as a positive step to support and address trainee issues in a structured manner and to support the trainee to achieve Qualified Teacher Status (QTS).

It may be that a trainee's circumstances change in a way that interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances trainees should talk with the university tutor, the school professional/subject mentor and the PGCE Course Leader. Where appropriate, a decision may be granted that allows a temporary break until circumstances allow a return to, and continuation of, the course to support the trainee. This would normally be within one year. Temporary withdrawal is not automatically granted where a trainee is failing the course. Trainees must arrange to meet with the Course Leader and complete the withdrawal form available on SOLE. No action will be taken until this form has been completed.

Student Complaints

Any complaint received by the University relating in whole or in part to the provision covered by any associated course agreement will be subject to the University's student Complaints Procedures available on the University website: <http://www.worcester.ac.uk/discover/university-policies.html>

Section 7 - Improvement Planning and Self Review

Improvement and development plans are continuously being reviewed and completed in line with University of Worcester procedures. All stakeholders are consulted and participate in this process. These documents are shared with school colleagues through the Partnership Advisory Group and the Student Staff Liaison Committee, as well as through email updates with schools. Documents are shared with course representatives as part of the Course Representative Committee process.

Section 8 - Professional Development Opportunities

The University of Worcester delivers training to all stakeholders. The range and scope of training changes to meet the needs of the partnership in response to the continuing change in ITT criteria. Active mentors should be new mentor trained through the University of Worcester and the expectation is that active mentors should attend school placement briefings (autumn and spring). At present the current training for school staff offers a programme which includes:

- Induction/training for all new mentors.
 - Training/development for each school placement.
 - Internal and external moderation processes.
 - Opportunities to participate in and deliver the training programme and various other events.
 - Opportunities to be part of the trainee recruitment process.
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Section 9 - Procedures

Disclosure and Barring Service (DBS)

Full details are provided in the attached document.

When the trainees begin their course, the majority of trainees will have completed an Enhanced Disclosure (ED) check.

Late recruitment to the course may mean that a small minority of trainees receive their ED check results after the course start date. If this is the case, the university will ensure The Children's Barred List checks have been carried out before a school placement begins and will inform the school.

Where a trainee has a criminal record of any kind (warnings/ cautions/convictions) the university makes a decision on fitness to practice and would not inform the school.

The University provides trainees with a letter confirming that all safeguarding checks have been completed. Trainees are requested to share this with schools on the first day of their placement along with photograph identification. The university will not share information about the content of disclosure forms.

Trainees from overseas

Trainees from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on criminal records checks for overseas applicants.

Providers and employers must check that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the Teacher Services System.

Safeguarding expectations of University and school experience tutors

Tutors employed by the University of Worcester do not work in 'regulated activity' and therefore are not required to have DBS checks. The most recent publication <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> outlines the professionals who are regarded as being in 'regulated activity'. University Tutors are not within this remit.

University Tutors will carry an employee's card, which will have photographic identification. This will be shown at reception to confirm that the Tutor is an employee of the University of Worcester.

All trainees are DBS checked and an expectation is that tutors visiting schools are accompanied during their visit either by trainees or colleagues from the school.

Individual schools will make decisions about how they want to manage this aspect of the school experience process and some may choose to complete a risk assessment.

Professional Mentors must provide all trainees with the following documentation:

- 'Keeping Children Safe in Education' document (2016) – this is also available for trainees on the University Blackboard site.
- The child protection policy.
- The staff behaviour policy (sometimes called a code of conduct).
- The role of the designated safeguarding lead.

Section 10 – Compliance with Legislation

Criteria C3.3 states: In order to be accredited a provider must satisfy the criteria specified by the Secretary of State. ITT partnerships must review and update their provision so that it continues to meet these criteria and associated legislation. Where there is evidence of an ITT provider's non-compliance with current ITT criteria accreditation will be withdrawn.

Section 11 – Intellectual Property

Intellectual Property Rights and Copyright

Copyright in all processes and systems relating to the award of credit and to University awards will remain with the University and must not be used in any other context without permission.

All intellectual property rights including copyright of teaching materials developed for programmes delivered through The Partnership will remain the property of the party responsible for their development. In the case of joint courses, intellectual property rights will be jointly held for the duration of the related partnership agreement and must not be used by either party in any other context without permission.

In the event of the Partnership Agreement being terminated, intellectual property rights for all teaching materials will revert to the party responsible for their development. The award will remain the property of The University.

In signing this Agreement, approval is hereby given by The Partner and The University for appropriate institutional and programme information to be available for public access via the internet as required by the QAA, HEFCE and other similar national organisations.

Publicity and Marketing

The University and The Partner agree to use all reasonable endeavours to promote the reputation of the other and, in particular, to promote the collaborative provision and activities developed through this agreement.

No trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The University may be used by The Partner on any advertising without prior written permission from The University.

Equally no trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The Partner may be used by The University on any advertising without prior written permission from The Partner.



Financial Annex

The full scale of payments for University of Worcester placements and training will be available for Partner Schools via the University of Worcester Placement Communication Portal (PCP). The scale of payments is reviewed annually and will be updated on the portal once agreed.

ITT Training and Management Costs

University of Worcester provides schools the following:

- An academic award with Masters Credits and Teacher Status Qualification for trainees.
- Centrally provided training through phase related, subject specific and professional studies modules and programmes.
- Pre course Subject Knowledge Enhancement Courses (SKE) in a range of secondary subjects.
- Robust recruitment and selection processes through the university admissions team and academic staff and administration staff support.
- High quality tutor support for schools throughout all placements and beyond the initial teacher training for schools employing Newly Qualified Teachers.
- Joint research opportunities between schools and academic professionals from the university.
- Mentor training, peer and coaching courses for school staff and university tutors.
- Informal and formal opportunities for university expertise in ITT to be shared through network meetings and conference events.
- Excellent facilities including The Hive library services and Arena sports services.
- Quality Assurance for all schools in the partnership and a programme of internal moderation between school and university mentors and tutors.
- Appointment of relevant and experienced External Examiners in all programmes.
- Expertise across the University for School Support such as communications and marketing, IT and the full range of student services.

In addition the University provides:

- Formal qualifications and higher qualifications for the full range of school staff and communities including Governor training and leadership development.
 - Children's University Scheme and other national initiatives in Education.
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Health and Safety Annex

PLACEMENT PROVIDERS' HEALTH AND SAFETY QUESTIONNAIRE

An electronic form must be completed by Partner Schools via the University of Worcester Placement Communication Portal (PCP). Please contact the programme placement administrator for assistance if there is an issue in completing this.

Data Protection Legislation

The University of Worcester's Privacy Notices are published on its website available here: <https://www2.worc.ac.uk/informationassurance/data-protection.html>

The University of Worcester will hold and process personal data transferred to it by the partnership school in accordance with data protection legislation (including GDPR and the Data Protection Act 2018). In addition, for quality assurance purposes, the university will process evaluation data provided by the trainees and mentors relating to their school experience. For these purposes the university is the Data Controller.

The university will update information held in its records as notified by the partnership school or by the trainee. With regards to partnership school, we will annually seek to verify the information held. The information will be held in line with the [University's Document and Record Retention Schedule](#). The university will not share the information received from the partnership school or its trainees with any third party, including outside of the EEA, without the consent of the trainee and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Trainees will be given training in processing of pupil's data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that trainees understand the School's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their Privacy Notices include specific reference to children's personal data being shared with trainees as necessary.

In the event of a data breach, the trainee is instructed to inform the school and the university immediately. In the event of the University suffering a data breach in relation to data relating to trainees the Partnership School will be informed as soon as is practicable after the breach is identified.

Equal Opportunities

The University Policy relating to Diversity and Equality is available on the website at:

<http://www.worc.ac.uk/personnel/655.htm>

University Health and Safety Provision

The University Policy relating to Health and Safety is available on the website at:

<http://www.worc.ac.uk/personnel/documents/HealthSafetyPolicy.doc>

It is the university's responsibility to make trainees aware of this policy and to ensure that they understand procedures related to their practice – in consideration of their own and others' welfare.

The university will also make trainees aware of:

- The agreement between the school and university (partnership);
- Who to contact at the university should an issue arise relating to Health and Safety.

School Health and Safety Provision

The University of Worcester expects that the necessary legal requirements in relation to health and safety, equal opportunities, disability legislation and other relevant legislation are addressed by the school and its governing body as part of its normal procedures and are applied to all those working in the school. In this respect, the school agrees to ensure the following:

- A current Health and Safety policy.
- The trainee should receive a copy of the above, or know where it is always available.
- There is a policy regarding health and safety training for people working in their establishment including use of vehicles, plant and equipment.
- The trainee will be provided with a full induction on their first day, including all necessary health and safety training including fire evacuation and workstation assessment if applicable.
- Employer and Public Liability Insurance.
- School insurances cover any liability incurred by a placement trainee as a result of his/her duties as an employee.
- The school has carried out an assessment of work practice to identify possible risks whether to the school's own employees or to others on their premises.
- Risk assessments are kept under regular review and the results of risk assessment are implemented.
- There is a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation.
- There are procedures to be followed in the event of serious and imminent danger to people at work in the school's premises.
- The school will report to the university all recorded accidents involving placement trainees.
- The school will report to the university any sickness involving placement trainees which may be attributable to their work.
- The school has Safeguarding Policy, which will this be made available to the trainee and the trainee will be inducted in child protection issues.
- The trainee will be made aware of suitable contact persons within the school relating to issues of Health and Safety (as above) and Equal Opportunities.

SCHOOL OF **EDUCATION**

SECONDARY INITIAL TEACHER EDUCATION

PARTNERSHIP AGREEMENT

SEPTEMBER 2020

