



BISHOP
GROSSETESTE
UNIVERSITY

BGTEACHER 
DEVELOPMENT
PARTNERSHIP

Bishop Grosseteste University
Assessment Only Route Partnership Agreement
Academic Year 2019-2020

Partnership Agreement for the Assessment Only Route

Introduction

This document specifies how Bishop Grosseteste University will work in partnership with schools and settings to deliver the Assessment Only Route to Qualified Teacher Status. The following Partnership Agreement is based upon the criteria and supporting advice published by the DFE (published 2013 and updated October 2018) and outlines the responsibility of partners for all aspects of the preparation and assessment of Assessment Only (AO) candidates.

This agreement will operate for one year commencing from 1st September 2019. It will be renewed annually by Bishop Grosseteste University following consultation with school partners.

The BGU Teacher Development Partnership is based upon the following principles of good practice:

The BGU Teacher Development Partnership fully embraces the principle that Initial Teacher Education should be conducted in a genuine partnership between schools/settings and the University. In this, all parties agree to be bound by BGU's admissions policies, protocols, practices and;

- The Initial Teacher Training criteria and the supporting advice available from <https://www.gov.uk/government/publications/initial-teacher-training-criteria>
- The expectations of the Ofsted ITT Framework and its supporting guidance available from <https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>
- BGU's Quality Assurance and Quality Enhancement processes
- The Assessment Only Route Criteria and Supporting Advice available from <https://www.gov.uk/government/publications/the-assessment-only-route-to-qts>

- Commitment to the highest possible standards of professionalism in the preparation of teachers as set out in the current standards for the award of Qualified Teacher Status/EYTS
- Regular and effective communication between the university and schools/settings on matters related to developing effective partnership
- Commitment to on-going professional development and improvement, ensuring that all partners have sufficient knowledge, understanding and skills to fulfil their roles, including mentoring and coaching
- Setting the highest possible standards by:
 - ensuring that all teachers have access to models of good and outstanding practice
 - providing observation, feedback and target setting for teachers to enable their progress and wellbeing whilst ensuring the progress and wellbeing of children and young people

- Ensuring that the sharing of any sensitive data about children and young people is treated with due confidentiality and sensitivity, with due care taken about who has access to it in accordance with the Data Protection Act, General Data Protection Regulations (GDPR) and any other relevant Acts of Parliament
- Commitment to the Health and Safety of pupils, trainees, and partnership staff
- Commitment to inclusion, to Equal Opportunities (including the Race Relations Amendment Act 2000) and to encouraging the widest possible participation in ITE and HE. The University's Diversity and Equality Policy ; Accessibility Statement, and Race Equality Policy are available with other policies and procedures on the BGU website:
<http://www.bishopg.ac.uk/policies-procedures-regulations-forms/>

Roles and responsibilities in the delivery of the Assessment Only route.

Responsibilities of Bishop Grosseteste University (BGU)

As the Accredited Initial Teacher Training (ITT) Provider, Bishop Grosseteste University will:

- Provide the administration procedure by which AO candidates are selected, supported and assessed in schools;
- Carry out quality assurance of the selection of applicants for the AO route to ensure their suitability to teach and their ability to demonstrate that they are meeting all of the Teachers' Standards without the need for any further training.
- Provide a coherent and relevant Acceptance Plan with opportunities for personal and professional development in preparation for Final Assessment;
- Offer guidance on preparation for Final Assessment;
- Provide additional support through an interim visit by a subject or phase specialist;
- Appoint a subject and phase specialist for the Final Assessment;
- Provide the administration for supporting the AO's assessment, including reporting and organisation of the quality assurance and moderation process;
- Provide clarity of roles, responsibilities, resourcing and financing of the AO route;
- If a school or setting is acting as a placement host for an AO candidate, rather than acting as a sponsor for their own internal candidate, BGU will ensure that candidates have a satisfactory enhanced Disclosure and Barring Service check and, in accordance with the University's Code of Practice for DBS Checks for Applicants and Students , confirm to schools and settings that barred list and criminal records checks have been completed and are satisfactory. In these cases BGU will provide the services of a Safeguarding Officer: BGU's current Registrar.
- Confirm that University AO Assessors are not carrying out any regulated activity with children and young people when working with school colleagues to support candidates, are not left unsupervised with children and that a barred list and criminal record check is, therefore, not required;

Responsibilities of the School

The School will:

- Brief relevant staff about the commitment involved in placing an Assessment Only candidate on the route;
- Appoint a School Mentor who meets the responsibilities outlined in Section 3 below;
- Release the AO candidate (and School Mentor if required) to attend the selection visit at BG and any additional meetings in support of the candidate's application;
- Allow a BG assessor to visit to gauge the AO candidate's current level with regard to the Teachers' Standards;
- Provide a suitable timetable giving the AO candidate varied teaching experience across two consecutive age ranges and the opportunity for personal and professional development, including non-contact time for planning, preparation, assessment and reflection (this may include reducing the AO candidate's timetable as appropriate to the candidate's Acceptance Plan for the duration of the AO Programme);
- Allow time for School Mentors and/or other experienced teachers to observe teaching and give feedback to the AO candidate; and allow time for regular school-based cpd/discussion sessions between the AO candidate and Mentor, as required by the Acceptance Plan;
- Release the AO candidate to make visits to other schools or attend training courses where specified in the Acceptance Plan. Some visits may be required prior to acceptance as an AO candidate;
- Take full responsibility for the AO candidate's Employment Contract, checking references, DSB and health checks, etc. In the case of employment based routes, the university makes it clear that the employing school/setting is responsible for undertaking these checks, and for informing the BGU Teacher Development Partnership accordingly;
- Provide candidates with the school/setting's Child Protection Policy, staff behaviour policy or code of conduct, information about the role of the designated safeguarding lead, and the statutory guidance 'Keeping Children Safe in Education'.
- Ensure compliance with all relevant legislation, in particular that relating to equal opportunities, race relations, sex discrimination and disability;
- Provide opportunities for the candidate to participate in the corporate life of the school;
- Ensure that the Partnership Agreement reply slip between the School and Bishop Grosseteste University is signed and returned to the Admissions office at BGU.

Responsibilities of the School Mentor

The School Mentor will:

- Be an experienced qualified teacher who is an excellent classroom practitioner teaching the primary curriculum or the secondary subject for which the AO candidate is seeking QTS;
- Be sufficiently experienced in assessing teachers against the QTS Standards;
- Be fully briefed about the nature of the AO School Mentor role, and take it on willingly;
- Provide significant support in developing the AO candidate's subject knowledge for teaching;
- Give full information on classroom organisation, planning, curriculum, assessment, effective teaching and learning in schools;
- Observe the AO teaching once per week using the AO proforma and provide feedback on lessons observed, including setting targets for further development;
- Prioritise time to perform the School Mentor role including attendance at any relevant BG meetings;
- Have the ability to coach and mentor effectively and form a supportive relationship with the AO candidate;
- Review the Acceptance Plan for the AO and ensure it is completed.

4. Responsibilities of the Assessment Only candidate

The Assessment Only candidate will:

- Read the information available on the BG website regarding the AO route;
- Complete, with the support of the School Mentor, an application form for a place on the AO route and agree to take part in an interview and other selection tests to assess their suitability;
- Complete a self-assessment form and compile an accompanying portfolio of evidence to support the Teachers' Standards claimed on the basis of prior experience, in advance of the initial assessment visit;
- Allow a BGU assessor to observe teaching in the current and/or a placement school setting and access their Teachers' Standards portfolio to enable an Acceptance Plan to be negotiated.
- Take part in or plan for any CPD suggested on the Acceptance Plan including attending in-school or outside training events, visits to other schools and taking the skills tests at a local test centre;
- Ensure that they have gained knowledge of the Key Stages before and after those in which they wish to qualify, preferably by undertaking a short placement and evidencing by production of a reflection of the experience and gaining a reference from an appropriate teacher or the Head teacher if possible;
- Become familiar with the statutory requirements of teachers in England and Wales, and codes of professional conduct;
- Accept and act on advice given by the School Mentor and BGU assessor(s) where appropriate;
- Keep records of School Mentor sessions, including target setting and lesson evaluations;
- Develop a portfolio of evidence (Record of Achievement) showing that they know and have met all of the Teachers' Standards required for QTS.
- Prepare for their NQT year by preparing a CEDP prior to the end of the assessment period.

Monitoring, Moderation, Quality Assurance and Quality Enhancement Processes include:

- University Based Assessors, undertake joint observations of trainees with School Based Mentors which allows for monitoring, professional dialogue and the moderation of judgements
- University Based and School Based Mentors jointly review evidence of trainee competence;
- External examiners moderate judgements towards the end of the AO process;
- Moderation meetings of mentors, and cross programme placement panels
- Regular feedback sought from schools, trainees and university staff, by survey and by dialogue;
- Improvement planning at course level through Annual Monitoring Review; action plans updated and reviewed at Phase Committees, with schools represented
- Partnership Improvement Planning reviewed through the School of Teacher Development and University processes, including committee structures and partnership steering groups.

Allocation of Resources

Bishop Grosseteste University provides major services for teacher education programmes. In relation to the Assessment Only Route these include:

- The provision of suitably qualified Assessors;
- Specialised admissions processes
- The costs of internal and external moderation, including External Examiners

Management of the Partnership

The Assessment Only Route to QTS has dedicated primary and secondary leaders who report on all Assessment Only activities to the Head of Partnerships who, in turn, reports to TDMT (the Teacher development Management Team). TDMT reports on Assessment Only activity to the Secondary/FE Phase Committee and the Primary Phase Committee who, in turn report to the School Board, AEC and Senate. The Assessment Only route is included on the agendas of primary and secondary phase committee meetings and is included in primary and secondary annual monitoring reviews.

A number of Partnership Steering groups (Primary, School Direct and Secondary) provide opportunities for partners to be involved in the discussion of and the development of the Assessment Only route.

Selection of partners

Some AO candidates emerge from partner schools who are members of the wider school partnership, while others are new partners involved in what may be a one-off partnership. The BG Partnership welcomes schools that are an effective place for teachers to learn and develop their skills. Partnership schools are asked to agree to the principles of The Partnership and to sign the Partnership Agreement. They are most welcome to contact the Head of Partnerships to discuss any questions they might have. Schools need to be able to provide a mentor for trainees, provide access to good models of teaching and fulfil their role in the development and assessment of trainees.

De-selection of partners

Where a school is not fulfilling the expectations of the BG Partnership agreement, the Partnership will firstly look to provide support to ensure the requirements are effectively in place. If, despite arrangements for support for training and development, the school is not found to be an effective place for trainees to teach (or for AO candidates to complete the assessment process), the Partnership may have to consider de-selection through the following procedure:

1. The Head of Partnerships will inform the Teacher Development Management Team of the circumstances leading to a consideration of recommendation of deselection;
2. Subject to TDMT's agreement, The Head of School (or nominee) will write to the school explaining the reasons for deselection, with the evidence, and seek to discuss the reasons further with the school's leadership;
3. The deselected school will be invited to contact the university should they wish to return to The Partnership when the conditions that led to their deselection have changed.

Payment of fees for the Assessment Only Route to QTS

The total fees for the Assessment Only Route are £2,250 for 2019/20 entry (if an additional visit is required, an extra charge will be added to your invoice). Fees are paid by the Sponsor school or directly by the applicant. Please confirm below who will be paying these fees. Once a candidate has been accepted onto the AO route BG will send out an invoice.

*Please note that if a candidate withdraws at a late stage in the application process, after the University has incurred significant costs, there will be an administrative fee of to be paid by the applicant or the sponsor school.

We confirm that these fees are to be paid by:

Sponsor school

Signed (Head teacher)

Date

Self-funding by applicant

Signed (applicant)

Date

Confirmation of safeguarding checks

Sponsoring schools are asked to confirm that the following safeguarding checks have been completed;

- Has an Enhanced DBS Check (including Children's Barred List Check) has been undertaken?

DBS Number: _____

Date of Check: _____

Please indicate 'Yes', 'No' or 'NA' (not applicable) to the questions below;

- Is the candidate subject to a Prohibition Order issued by the Secretary of State? (Y/N/NA)
- Have disqualification under the Childcare Act 2006 checks been satisfactorily undertaken? (Y/N/NA)
- Have 'Health & Physical Capacity to Teach' checks have been satisfactorily undertaken? (Y/N/NA)

For applicants who have lived overseas for more than 6 months:

- Has a satisfactory Overseas Criminal Record Check or Police Check has been completed? (Y/N/NA)
- Is the candidate prohibited from teaching in another country in the European Economic Area (EEA)? (Y/N/NA)

Additional Safer Recruitment Checks

- Have two satisfactory references been received which confirm the applicants suitability to work with children and young people? (Y/N/NA)
- Have any gaps in employment history been scrutinised during the recruitment process? (Y/N/NA)

Details of the DBS process followed by the institution are available in the DBS Code of Practice on the BGU website - <https://www.bishopg.ac.uk/wp-content/uploads/2018/05/Code-of-Practice-for-DBS-Checks-for-Applicants-and-Students-2018-entry-review.pdf>

Please contact BGU Admissions if you would like to discuss any doubts surrounding the suitability of a candidate for the Assessment Only route.

Bishop Grosseteste University Assessment Only Route Partnership Agreement

Academic Year 2019-20

As Head of School of Teacher Development at BGU, I sign below on behalf of the University to confirm that your school/setting is welcomed as part of the BGU Teacher Development Partnership to provide the Assessment Only Route to Qualified Teacher Status.

In agreeing to the responsibilities set out in this document, please confirm by signing below that you have read and understood the agreement and return electronically to placements@bishopg.ac.uk, keeping a copy for your records.

If preferred, a hard copy of the agreement can be returned to:

Placement Services Office, Bishop Grosseteste University, Longdales Road, Lincoln LN1 3DY

Name of School or setting	
Signed on behalf of the school/setting by head teacher, chair of governors, or nominee	
Name and Role (Please Print)	
Date	
Contact e-mail address	
Contact Telephone Number	
Public Liability certificate number	
Date of expiry	
Signed on behalf of the University	
Name and Role	Dr Nick Gee Head of School of Teacher Development
Date	September 2019