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Introduction

The purpose of this handbook is to provide a resource for school and college-based tutors to use in relation to the school-based elements of St Martin's primary teacher training courses. The handbook is an overview document for the school-based elements of courses but it is always important that it is read in conjunction with other documents, such as specific block practice booklets, which will contain more specific information on the individual expectations for each block. The handbook has been put together largely at the request of schools and it covers all the key areas of the activity of the partnership in one place. Importantly, the handbook must be read when schools and other partners are preparing to sign a Partnership Agreement with the college, and partners' attention is specifically drawn to the sections 'Roles and Responsibilities within the Primary Partnership', 'Preparation and Support of all Staff Involved in ITE' and 'Division and Allocation of Resources within the Primary Partnership'.

The operation of the primary clusters remains an important vehicle for our work. Typically, clusters now have two or three Link Tutors that work as a team within them. This is a complex responsibility for tutors as they link with all schools in a particular area across all courses.

During 2003-04 the St. Martin's primary partnership will continue to strive to provide quality experiences for those aiming to join the profession. We have now revalidated our 3 Year and 4 Year BA(QTS) programmes, our one-year PGCE programme remains highly sought after and our distance-learning graduate flexible / modular provision is growing following a very successful visit by OfSTED during this last year. The partnership continues to celebrate its diverse and committed network of schools and educational settings which include a growing number of TTA Partnership Promotion Schools and DfES Training Schools as well as an enormous number of schools and individual colleagues who recognise the important link between ITE work and personal and school development. The work of a number of Advanced Skills Teachers (ITT) within our partnership remains highly significant as we move through the 2003-04 academic year. Whilst it is acknowledged that partnership is sometimes challenging, I know that those involved in this work see the benefits of it for Associate Tutors', Link Tutors', class teachers' and subject leaders' professional development, for children's achievement and trainees' early professional learning.

St. Martin's is pleased to work in an increasingly collaborative regional and national context and works with other providers of ITE, LEAs, Dioceses and other partners to deepen and broaden the teacher education offering, both in terms of ITE and CPD across the North West, in London and further a field.

Thank you for your continuing partnership in this important work.

Simon Asquith
Partnership Manager (ITE)
July 2003

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<SMC Primary Partnership Handbook 03-04 main file> Authored by St. Martin's College Primary Programme Team; accessed from http://www.ase.org.uk/sci-tutors/structure/patterns_of_school_experience.php date created: August 2003 Page 3 of 33

Rationale for St. Martin's College Primary Partnership

St. Martin's College is a higher education provider of initial teacher education both at the undergraduate and postgraduate level. This provision is through a partnership consisting of: the student teachers themselves; school-based tutors who normally will have been trained as mentors by St. Martin's; college tutors; and, the Local Education Authorities, Dioceses and other agencies with which the college and its partnership schools deal.

The core activity of this partnership is concerned with the training, placement and assessment of students in partnership schools, at the college or in other environments, and it involves school-based trained mentors as well as college-based staff.

Partnership activity is underpinned by some of the following assumptions:

- That, ultimately, the quality education of school children remains the focus of the partnership's activities
- That initial teacher education is just one phase of an individual teacher's developing career and that the partnership's activity is set in the wider context of recognising individual student needs both on entry to ITE, and early and continuing professional development following the achievement of QTS
- That the benefits of partnership are felt by all partners, including: students, whose experience is enhanced by a rigorous joint school-college approach; schools, early years settings and LEAs, whose children experience creative and diverse teaching and whose staff are professionally developed as mentors; and, the college, whose courses and staff are enhanced by close involvement with schools.

Partnership Contacts

Partnership Manager (ITE) Simon Asquith (responsible for school partnership across all routes, campuses and phases)	Tel: 01228 613553 Fax: 01228 616311 E-mail: s.asquith@ucsm.ac.uk
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School Partnership Administrator Dave Cartwright	Tel: 015394 30286 Fax: 015394 30305 E-mail: d.cartwright@ucsm.ac.uk
School Partnership Administrative Assistant Rita Davies	Tel: 015394 30368

Carlisle campus

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School Partnership Administrator Katharine Simpson	Tel: 01228 616258 Fax: 01228 616311 E-mail: k.simpson@ucsm.ac.uk
School Partnership Administrative Assistant Caroline Graham	Tel: 01228 616322

Lancaster campus

Bowerham Road, Lancaster LA1 3JD

School Partnership Office Administrators Sue Western Ceri Macdonald	Tel: 01524 384279 Tel: 01524 384279 Fax: 01524 384446
School Partnership Administrative Assistant Jenny Atkinson	Tel: 01524 384367

Ashton Road site

Lancaster LA1 5AX

Primary Mentor Training Administrator Jo Taylor (responsible for administering CPD, including primary mentor training and the accreditation opportunities offered by the Faculty's PGC, PGD & MA programmes)	Tel: 01524 384467 Fax: 01524 384279 E-mail: j.hamilton-taylor@ucsm.ac.uk
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St Martin's Primary Partnership: An Overview

The Structure of the Partnership

Leaving to one side the London link, St Martin's is in partnership with around 750 primary schools and other Foundation Stage, Key Stage 1 and Key Stage 2 settings. This raises issues about the nature of the relationship between the College and the schools and as a result, the partnership moved to a cluster system some four years ago.

Clusters vary in size, geographical complexity and in the number of schools and other settings that they contain. They also vary in terms of the total number and characteristics of student teachers that they might handle in any year. Careful consideration is given to allocating appropriate Link Tutor teams to each cluster and to the maintenance of at least adequate numbers of trained Associate Tutors in each of the schools in each cluster. Student teachers are supported by a network of Associate and Link Tutors in each cluster who work to ensure comparability and quality of experience and assessment. The only exception will be international students and in this case there is one additional link tutor who will manage the liaison with schools regardless of where the students are placed.

The network with schools means that headteachers and Associate Tutors can relate to one or two tutors who they will get to know well. In addition to the Link Tutor arrangements there are quality assurance visits from subject tutors for a sample of final placement trainees. The purpose of these visits is for subject departments to gain feedback about the appropriateness and quality of their courses.

There are 30 clusters in the partnership, 8 linked to the Carlisle school partnership office, 7 linked to the Ambleside school partnership office and 15 linked to the Lancaster school partnership office. A number of schools ask whether it is possible to receive students from a campus other than their 'base' campus. This is possible in some circumstances, although in general it will become the norm that for reasons of ease of communication students are only exceptionally received from more distant campuses.

The growth of out graduate flexible / modular offering has meant that there are increasing numbers of schools with whom we work at some greater distance. The partnership's School Partnership Office and the Distance Learning Office at Ambleside work to maintain the highest quality of mentoring and college tutor support of these schools within the partnership's stringent quality assurance systems.

For quality assurance reasons student teachers working from our London site are managed in school via a London-based school partnership operation, with local placement in appropriate schools and settings according with the partnership's systems for mentor training and Link Tutor support.

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The Courses in Primary ITE

St Martin's College is one of the largest providers of initial teacher training in England. In the academic year 2003-2004 there will be approximately 1800 trainees on a range of primary initial teacher training courses at both postgraduate and undergraduate levels. These trainees are spread over four campuses which run different programmes. The table below provides further details of courses running in 2003-2004.

CAMPUS	APPROX NUMBER OF TRAINEES	COURSES OFFERED
Lancaster	800 (Years 1-4)	4 year undergraduate course which leads to a BA/BSc Hons (QTS) degree and which integrates degree level subject study and professional preparation throughout the course
	50 (Years 2 and 3 only)	3 year undergraduate course which leads to a BA Hons (QTS) degree focusing on the study of primary education.
	100	PGCE (full-time). 1 year postgraduate course with QTS.
Ambleside	325 (Years 1-3)	3 year undergraduate course which leads to a BA Hons (QTS) degree. This new course focuses on primary education and includes specialist subject study focused on teaching and learning in primary schools..
	200	Modular/Flexible routes leading to QTS with or without PGCE. This is administrated from Ambleside but involves partnership schools associated with all the campus areas and beyond. The course is centred on distance learning with tutorial support, base days and school experience. An individual needs analysis is a strong element of the programme.
Carlisle	280 (Years 1-3)	3 year undergraduate course which leads to a BA Hons (QTS) degree. This course is the same as the Ambleside 3 year course.
	100	PGCE 1 year postgraduate course with QTS.
London	In addition to the campuses in Cumbria and Lancashire, St Martin's College works closely with a number of LEAs in East London. There are a number of primary ITE courses running there including a variant of the 3 year BA (Hons) degree with QTS, full-time PGCE, flexible/modular and GRTP routes to teaching. There are around 200 trainees based in London on courses where St Martin's has direct involvement, and in addition trainees from Lancaster, Ambleside and Carlisle also have the opportunity to undertake placements in the inner London area, and in Barking and Dagenham.	

In addition to the programmes noted above there are a number of international students who spend varying amounts of time each year at St Martin's. The college is also involved in a GRTP programme as part of a consortium involving Edge Hill College, Lancashire LEA, Cumbria LEA, Tower Hamlets LEA and Newham LEA. This consortium is responsible for running employment based routes for both Primary and Secondary ITE in East London and the North West.

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Roles and Responsibilities within the Primary Partnership

The partnership recognises the importance of clarity over roles and responsibilities of all involved in the selection and assessment of student teachers and in the planning and delivery of courses. It is particularly important that roles and responsibilities are clearly defined in a partnership as large and complex as that of St Martin's, and that the training model ensures that each students' experience allows them to address all of the Standards.

Information is included below on roles and responsibilities, on the primary cluster system and on the assessment of student teachers.

Roles and Responsibilities of Staff within the Partnership

The following pages outline the roles and responsibilities associated with key participants in the partnership. They are reviewed from time to time and the current version is attached for your information. Individual course booklets contain further information about these roles within the specific context of individual courses.

1. The Role and Responsibilities of the Associate Tutor

NB To give trainee teachers a sense of the precise role, the term associate tutor has been adopted, although in practice there are clear links with the generic term 'mentor'.

The associate tutor will:

- complete SMC's foundation mentor training course and attend update mentor training and subject specific mentor training as appropriate;
- attend course specific briefing meetings;
- arrange, in consultation with the headteacher, the placements of the trainee teachers allocated to the school;
- provide the trainee teachers with information about school policies as appropriate to the placement;
- provide the trainee teachers with support in their medium and short term planning;
- ensure that trainees have the opportunity to teach using ICT as appropriate;
- encourage class teachers to discuss their own practice with the trainee teachers and provide feedback;
- facilitate and negotiate as necessary for trainee teachers to have the opportunity to address any requirements specific to the placement;
- observe the trainee (once a week on block placement) and complete a written critique sheet. This task may be delegated to the class teacher but monitored by the associate tutor;
- give regular constructive and supportive feedback to the trainee teachers focusing on the trainee teachers' achievements;
- monitor trainees' planning, assessment and evaluation, including ensuring pre-placement planning is satisfactory;
- conduct formal professional conversations with trainee teachers (once a week on block placements) based on the trainees' target setting proforma;

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- liaise with the link tutor about trainee teachers' progress and development and alert the link tutor if any trainee teacher is giving cause for concern;
- liaise with subject leaders and exploit any opportunities for their involvement in the trainees' placement;
- write formative and summative reports on trainees at the end of block placements and ensure that these are sent to the School Partnership offices;
- grade trainees at the end of final placements using criteria published by the College;
- with the headteacher be invited to attend an annual cluster meeting to evaluate school-based ITE.

2. The Roles and Responsibilities of The Supporting Class Teacher

The supporting class teacher will:

- support the trainee teachers in establishing themselves in their teaching role and encourage children to perceive them as teachers;
- under the direction of the associate tutor, provide trainee teachers with the opportunity to carry out placement requirements. (It is recognised that these need to relate to the class teacher's planning);
- provide trainees with the opportunity to observe different aspects of teaching and learning;
- alongside the associate tutor support the trainee teachers' reflection on their practice by enabling them to talk through specific sessions;
- undertake formal observations and prepare constructive and supportive written feedback on these under the direction of the associate tutor;
- share the reasons underlying specific classroom decisions with the trainee teacher.

3. The Roles and Responsibilities of Subject Leaders (literacy and numeracy)

Literacy and Numeracy subject leaders will:

- observe trainees at least once on final block placement;
- conduct professional conversations with trainees about the schools' approach to literacy and numeracy.

4. The Roles and Responsibilities of the Headteacher

The Headteacher will:

- ensure the inclusion of (or intention to include) primary ITE in the school improvement plan/school policies;
- make it possible for the associate tutor to discharge his/her responsibilities by freeing him/her from classroom responsibilities as necessary to attend course briefing meetings and to work with trainees in school;
- ensure that class teachers involved have the opportunity to discuss and clarify their roles with the associate tutor;
- provide a supportive environment for the trainee teachers and give them, as far as possible, the opportunity to enter into the full life of the school during their placement;
- with the Associate Tutor be invited to attend an annual cluster meeting to evaluate school based ITE;
- with the Associate Tutor ensure that trainees are placed with classes where there are appropriate role models.

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5. The Roles and Responsibilities of the Student Teacher

The Student Teacher will:

- make contact with the relevant link tutor before the start of each placement;
- ensure targets for professional development within the placement are presented to the associate tutor for their use in observations, critiques and tutorials;
- behave professionally, for example, they will respect confidentiality, be reliable, punctual and responsible, be reflective and show integrity in behaviour and be sensitive to the procedures and routines that are already established in the school;
- take responsibility for their professional behaviour and learning;
- plan, carry out and evaluate activities that are related to the ongoing phase within a planning and organisational framework agreed with the class teacher;
- carry out, as far as possible, such directed tasks in school required for satisfactory completion of the placement;
- on school-based days, participate as fully as possible in the daily life of the school;
- reflect on their school placement and after discussion with their associate tutor formulate an action plan.

6. The Roles and Responsibilities of the Link Tutor

The Link Tutor will:

- visit all schools in their area in line with the following schedule:-
 - Final Block Placements: 2 separate visits including 1 observation visit and 1 discussion visit with the associate tutor;
 - All other block placements: 1 visit to include both observation of up to 50% of trainees and discussion with the associate tutor;
 - All serial attachments, 1 visit to liaise with the associate tutor;
 - One week attachments, telephone call to school;
 - Special arrangements to apply where there are very large numbers of trainees in school, eg 3 per class for each class for a week.
- attend Associate Tutor Briefing meetings, as appropriate;
- attend subject boards for the assessment of practice, as appropriate, but particularly where there is a failing student in the cluster;
- arrange and conduct a cluster evaluation meeting, once a year;
- provide associate tutors with feedback about the appropriateness of their observation critique sheets and other aspects of their work;
- be available to meet with students once prior to their block placement;
- attend evening consultations on a rota basis;
- agree with link tutor partners the division of work over the course of the year;
- address QA issues in the cluster in the first instance and to report any persistent issues to the relevant Programme Leader and Director of Primary ITE;
- (Year Co-ordinator to take responsibility for the Link Tutor role for London students.)

7. The Roles and Responsibilities of the Year Co-ordinator

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The Year Co-ordinator will, in relation to school based work:

- organise and manage the course for that particular group of trainees as a whole;
- work with the school partnership office to allocate the trainee teachers to specific schools, including resits and deferred assessment;
- temporarily exclude a trainee teacher from a placement if this decision has been agreed by the associate tutor, the link tutor and the programme leader;
- terminate trainee teachers' placements and initiate the College's disciplinary procedures, if necessary, after discussion with the associate tutor and the programme leader;
- report summative assessments on block placements to the relevant subject board (assessment meeting).
- Respond, in the first instance, to trainee complaints about any aspect of school-based training.

8. The Roles and Responsibilities of the Partnership Manger (ITE)

The Partnership Manger (ITE) will:

- liaise with the course leader for mentor training to ensure appropriate arrangements are in place for the foundation course, subject specific mentoring and advanced mentoring courses;
- teach on the foundation mentor training course;
- develop links with LEAs for ITE and induction;
- share the chairing the partnership committee with a nominated school representative;
- develop roles and responsibilities within the partnership and ensure that the partnership agreement reflects these;
- enforce procedures for the selection and de-selection of Link Tutors and schools from the partnership;
- develop strategy for securing school placements across the Ambleside, Carlisle and Lancaster campuses;
- enter into dialogue with groups of schools about the quality and characteristics of partnership;
- liaise with the partnership office to ensure agreed policy is implemented;
- provide support and guidance for Link Tutors in liaison with Programme Leaders;
- communicate partnership strategy to St Martin's staff based in London.

9. External Assessors

At the end of each block placement prior to final placement external assessors are appointed to observe a sample of trainees teaching, scrutinise college documentation and trainees' files, and speak with associate tutors and class teachers about the quality of the arrangements for placements. Assessors are normally appointed from within the partnership (they are external to the precise area being looked at) and are typically experienced associate tutors and headteachers.

10. External Examiners

At the end of final block placements, external examiners from other ITE institutions and headteachers from schools outside the partnership visit a sample of trainees in schools. The purpose of these visits is to provide a formal report to the College and Lancaster University, which is the awarding body, about the quality of provision. Additionally the External Examiners normally observe any trainee who is at risk of failing final placement.

Cluster Link Tutors

LANCASTER CAMPUS CLUSTERS		
CLUSTER NO.	AREA	LINK TUTORS
1	Burnley	Wendy Lawrence, Maureen Harrison
2	Hyndburn / Ribble Valley / Pendle	Doreen Drews, Dennis Howlett, Susan Day Nicola Kitchen
3	Blackburn A	David Midwinter, Hugh Moore
4	Blackburn B and Darwen	Kären Mills, Andrew Waterson
5	Preston (central & south) / South Ribble)	Tina Costello-Judge, Paul Cammack, Bernard Horsfall, Barry Guise
6	Preston (north) / Chorley	Ray Potter, Nick Tinsdeall, Alice Earnshaw, Dave Murray
7	Lytham St Anne's / Kirkham	Donna Hurford, Anne Gager, Peter Cheung
8	Blackpool (south)	Mary Pedley, Hugh Smith
9	Blackpool (central)	Verna Kilburn, Alan Day, Alison Glentworth
10	Blackpool (north)	Liz Bott, Sylvia Crewdson
11	Thornton Cleveleys / Poulton-le-Fylde / Pilling & Preesall	Alison Ewin, Hazel Harrison
12	Fleetwood / Wyre East	Alan Day, Richard McGregor, Alison Glentworth
13	Morecambe & Heysham	Adele Mullen, Margaret Foster, Graham Brough
14	Lancaster (rural)	Pat Macpherson, Rebecca Liebmann, Tony Ewens, Claire Jubb, Cindy Rigney
15	Lancaster (urban)	Robin Bundy, Sam Twiselton, Liz Jackson, Deborah Roberts, Shirley Doyle

AMBLESIDE CAMPUS CLUSTERS		
CLUSTER NO.	AREA	LINK TUTORS
16	Isle of Man / Carnforth / South of Kendal	Julie Culshaw, Jane Dixon , Debbie Illingworth, Chris Buxton, John Dudgeon
17	Grange / East of Kendal / North Yorkshire	Chris Sixsmith, Kath Langley-Hamel, Jill Pemberton, Nicky Lester
18	Barrow	John Goodwin, Simon Cheer, Pete Saunders
19	Ulverston / Dalton / Millom	Colin Richards, Paddy Paddle
20	Kendal & Central Lakes	Liz Elliott, Sarah Warburton, Sally Elton-Chalcroft, Simon Asquith
21	Cockermouth to Egremont	Hilary Cooper, Owain Evans
23	Sunderland / Penrith & Appleby	Liz Surtees, Neil Simco, Janet Skilling

CARLISLE CAMPUS CLUSTERS		
CLUSTER NO.	AREA	LINK TUTORS
22	Workington / Whitehaven / Maryport	Jacqueline Percival, Brenda Nicholls, Kim Harris, Keith Baty, Eamonn Pugh, Simon Asquith
24	Carlisle (east)	Sue Fox, Deborah Seward
25	Carlisle (west & south)	Mark Whitfield, Sandra Eady, Ed Tyson,
26	Carlisle City A / north of Carlisle	Christine Ditchfield, Simon Asquith
27	Carlisle City B	Lily Baker, Steven Williams
28	Carlisle City C	Neil Robinson, Ruth Harrison
29	Northumberland	Kathleen Howell, Joyce Kuzbyt
30	Scotland	Stephen Williams, Kim Harris

The Link Tutors for International students at Lancaster are Margaret Foster and Andrew Waterson.

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Assessment of Trainees

An important aspect of the partnership relates to the consistency of assessment of trainees between schools and between courses. It is for this reason that the strategy detailed below has been devised. Further details are provided in the individual placement booklets. It has three components.

1. The College has devised a booklet 'Assessing Students Against the Standards for the Award of Qualified Teacher Status'. This has come to be known as 'the red book'. This booklet provides criteria for assessing trainees' practice for each subject, Core, foundation and RE and is **to be used only in connection with final placements**. This booklet will be used by associate tutors and link tutors to grade trainees.
2. On final placements there should be a joint moderation observation between the Link Tutor and the associate tutor for the purposes of ensuring summative assessments are consistent.
3. On placements other than final placement, there should normally be some joint observation between the Link Tutor and associate tutors. General criteria are available to be used in the assessment of trainees' work, but it should be noted that grades are only awarded at the final placement stage. These criteria are now included in 'the red book'.

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Preparation and Support of all Staff Involved in ITE

The partnership places considerable importance on the preparation and support of all tutors involved in the:

- selection of trainees for the appropriate ITE courses
- planning and development of ITE courses
- delivery of student teachers' training, whether in college or in schools or other settings
- assessment of students formatively as summatively against course criteria and the Standards.

The key staff engaged in the partnership are:

- College-based tutors
 - those involved in college-based training
 - those involved in link tutoring (or associate tutoring if a school is not in full partnership).
- School-based tutors
 - those involved in associate tutoring
 - those involved in interviewing, course development and review
 - class teachers, co-ordinators / subject leaders, heads and other school SMT colleagues involved in training and support.

Key events for the preparation and support for student teachers include:

- initial (previously called 'foundation') mentor training
- subject specific mentor training
- update mentor training
- mentor training for specific needs (eg foundation stage, SEN)
- further accredited CPD staff development opportunities consistent with the colleges PGC/PGD/MA programme
- briefing meeting prior to key periods of school experiences or blocks
- link tutor development days and 'new link tutor training days'
- primary cluster group meetings
- the annual primary partnership conference for all school and college-based tutors.

There follows information about CPD for partnership school-based tutors and specific information on mentor training for 2003-04.

Opportunities for Continuing Professional Development for Partnership Staff and Schools

".. promoting professional growth, identifying and taking account of teachers' individual needs."

Performance Management in Schools Framework, April 2000

This section provides information about CPD opportunities which exist within the partnership

LINKS WITH PARTNERSHIP SCHOOLS

We are committed to working closely with our partnership schools to support the continuing professional development of our teachers, whether through the provision of open courses, consultancies or in-school projects. We offer a reduction in fees for partnership schools which will be indicated on any publicity material. We are also happy to discuss the professional development of non-teaching staff.

Please contact us if we can be of assistance in supporting the performance management process or CPD objectives for teachers.

A RANGE OF PROVISION – THE BROAD PICTURE OF ST MARTIN'S CPD WORK

Currently the college works in many different parts of the UK, managing and delivering different forms of accredited CPD including:

- major school improvement projects for LEAs
- in-school consultancy for managers and teachers in individual schools or school clusters
- school in-service training days
- open courses for managers and teachers
- longer courses leading to higher level awards, eg postgraduate certificate, diploma and MA.

ACCREDITING THE WORK OF TEACHERS IN YOUR SCHOOL

Opportunities now exist for all teachers embarking on the Faculty's Mentor Training Courses to accredit their training by gathering credits towards a Post Graduate Certificate, a Post Graduate Diploma or a Master of Arts. The Faculty has developed a system whereby Mentor Training is seen as a key activity that links Initial Teacher Education work to Continuing Professional Development within the school context. There are a range of study modes available to mentors and training mentors who wish to accrue credits at higher level.

Currently over 1500 teachers are working on accredited awards with St Martin's College

Make sure your CPD is accredited!

St Martin's College offers accreditation towards PGC, PGD or MA.

Flyers advertising our CPD provision will be sent to our partnership schools on a regular basis. However, if you would like to find out more, contact:

Jo Taylor, St Martin's College, Ashton Road,
LANCASTER, LA1 5AX
Tel: 01524 384467
email: j.hamilton-taylor@ucsm.ac.uk

Education Development Unit, St Martin's College,
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Tel: 015394 30250
email: inset@ucsm.ac.uk

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Mentor Training 2003-2004

A cornerstone of the partnership is the professional preparation for roles associated with working in ITE. In the partnership there are a number of mentor training courses which aim to provide a range of different professional development opportunities for those with different levels of experience of working in ITE. The courses are based on a set of beliefs and values which have been developed jointly over a period of time. Importantly mentor training is seen as 'working with colleagues' from school to build on what is, in some cases, substantial experience of working with students in initial teacher education. It is increasingly apparent that mentoring is a core professional characteristic with transferable skills to induction tutoring and performance management.

In 2003-2004 there are five different kinds of courses and, as last year, it is anticipated that around 700 teachers will attend these.

1. Initial Mentor Training Course – (Formerly known as The Foundation Course in Mentoring)

If a school wishes to enter into full partnership with the College it is a requirement of the partnership that there is at least one trained mentor in the school. This School Based Tutor acts as Associate Tutor (mentor) for the partnership and manages placements in school in liaison with relevant class teachers. The College acknowledges that increasingly some new mentors may have attended similar courses run by other institutions and hence in these cases there is no requirement to attend the St Martin's course.

The Initial Mentor Training Course consists of four linked areas and is of two days' duration. It acts as a broad introduction to school based tutors wishing to work on either PGCE or BA/BSc (QTS) programmes. In the first morning of the course, there is an overview of roles and responsibilities in initial teacher training and a consideration of the national framework for ITE, particularly the standards for the award of QTS. The rest of the first day is concerned with observation, providing written feedback to trainees and scrutinising trainees' files and planning. Use is made of video at this point to provide an appropriate context.

The second day of the course considers issues surrounding conducting tutorials and equal opportunities issues such as supporting trainees with minority ethnic backgrounds and disability. The final part of the course then introduces mentors to the assessment of the trainees against the standards for the award of QTS and considers the support necessary for failing students.

No charge is made for the course or the qualification (in line with partnership schools' requests for some free or reduced INSET). The College absorbs all staffing costs associated with the course, and provides lunch and other refreshments. However it is not in a position to offer supply costs for the contact days.

Dates for the programme of initial mentor training for 2003-2004 are at the end of this section. Please note that 2 courses have been designed to be of relevance to teachers working in the foundation key stage.

Other mentor training courses are offered for school-based tutors who will be supporting teaching assistants following the Foundation Degree Award (FdA). The partnership is presently considering the feasibility of a mentor training programme that combines ITE and FdA training.

2. PGC/PGD/MA

The college has recently re-structured the qualifications framework for CPD. Mentors are able to achieve a nationally recognised qualification which can be accredited at level 4 (Postgraduate Certificate / Postgraduate Diploma / Master of Arts). There are a variety of study routes available to colleagues working in schools and other educational settings - these include portfolio development, research studies or enrolment on other postgraduate study modules. The demand from individual

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teachers and schools for mentor training to be accredited is now reflected in a CPD programme which can be crafted to meet the specific needs of any teacher.

Further details will be made available at mentor training days. Helen Channon, the Programme Manager welcomes enquires. (email: h.channon@ucsm.ac.uk)

3. Subject Specific Mentor Training

As noted above the course contains an introduction to the principle of effective mentoring within particular subjects. However schools and college realise that what it does not do is to look in detail at trainees' professional development within subjects. Therefore English, mathematics, ICT and science colleagues are planning to run a series of one day courses to provide a focused opportunity to develop effective mentoring within the subjects. These courses are for associate tutors who have completed the foundation course in mentoring and for subject co-ordinators who may not have undertaken this. These course will occur in the spring and summer terms. A mailing will be sent to all partnership schools in the Spring term 2004. No charge is made for the courses, but the college is unable to provide supply costs or travel expenses.

4. Mentor Training Update Courses

It is recognised that many school based tutors will have undertaken their initial (foundation) mentor training at a time when the national context for ITE is different to what it is now. Similarly, it is the case that all mentors will periodically need to update their skills as well as their understanding of the training context (eg changes to programmes offered by the college or changes to statutory national ITE documentation). A series of one day courses is planned for experienced school based tutors to provide them with the opportunity to acquire knowledge about the changing national context of ITE. For 2003-2004 courses will run at the Ambleside, Carlisle and Lancaster campuses subject to viability. There will be no charge for these courses, lunch will be provided but the College is not able to pay supply cover or expenses. The dates and venues are provided below.

5. Briefing Meetings

External feedback to the college has emphasised the importance of mentors trained three or more years ago attending one of these courses.

For each course or cohort approaching a school experience or block, school based tutors are asked to attend a briefing meeting in College. Supply cover for half a day and travelling expenses are payable for these meetings, the purpose of which is to provide information related to individual school experiences or blocks. The dates for these meetings are provided in the calendar of placements contained in this handbook.

Mentor Training Dates, 2003-04**MENTOR TRAINING DATES 2003-2004
(All courses subject to viability)**

Note: 'initial mentor training' was previously known as 'foundation mentor training'.

Title of Course	Location	Dates
1 Initial Mentor Training Course	Lancaster	Thursday 25 th and Friday 26 th September 2003
2 Initial Mentor Training Course	Ambleside	Thursday 25 th and Friday 26 th September 2003
3 Initial Mentor Training Course	London	To be confirmed
4 Initial Mentor Training Course	Carlisle	Thursday 9 th and Friday 10 th October 2003
5 Foundation Degree Course (FdA) Day 1	Carlisle	Tuesday 23 rd September 2003
6. Foundation Degree Course (FdA) Day 1	Lancaster	Thursday 25 th September 2003
7 Initial Mentor Training Early Years/Foundation stage	Carlisle	Thursday 13 th and Friday 14 th November 2003
8 Early Years Foundation Course	Lancaster	Thursday 27 th and Friday 28 th November 2003
9 Mentor Training Update Course	Carlisle	Wednesday 12 th November 2003
10 Mentor Training Update Course	Ambleside	Wednesday 19 th November 2003
11 Mentor Training Update Course	Lancaster	Wednesday 26 th November 2003
14 Initial Mentor Training Course	Berwick	Monday 19 th and Tuesday 20 th January 2004
16 Initial Mentor Training Course	Lancaster	Thursday 22 nd and Friday 23 rd January 2004
17 Initial Mentor Training Course	Lancaster	Thursday 29 th and Friday 30 th January 2004
18 Initial Mentor Training Course	Isle of Man	Thursday 5 th and Friday 6 th February 2004
19 Mentor Training Update Course	Ambleside	Wednesday 14 th January 2004
21 Mentor Training Update Course	Carlisle	Wednesday 28 th January 2004
20 Mentor Training Update Course	Lancaster	Wednesday 28 th January 2004
22 Initial Mentor Training Course	Carlisle	Thursday 29 th and Friday 30 th April 2004
23 Initial Mentor Training Course	Lancaster	Thursday 29 th and Friday 30 th April 2004
24 Initial Mentor Training Course	Ambleside	Thursday 20 th and Friday 21 st May 2003
25 Initial Mentor Training Course	London	To be confirmed

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College Policies

Equal Opportunities

The Governing Body, Principal, Staff and Students of St Martin's College are committed to uphold the following principles which are consonant with our Christian Foundation.

- i) All members of the College community shall strive to guard against prejudice and bias with regard to a person's age, colour, ethnicity, gender, marital status, physical ability, religious belief, sexual orientation and social class.
- ii) All members of the College community shall aspire to live in cordial and harmonious relationship with their fellows, acknowledging the rights of others to observe differing life styles which are compatible with the general wellbeing of all.
- iii) All applicants to the College shall be considered on their qualifications, personal achievements and past experience, together with (a) in the case of students, their potential to benefit from the course, or (b) in the case of staff, their potential to carry out the duties of the post.

The College and Faculty Equal Opportunities statements are available in full through the Faculty of Education's Head of Faculty Administration.

Sexual and Racial Harassment

St Martin's College is committed to a working and learning environment that is free of unlawful discrimination. Sexual and racial harassment can seriously worsen working and social conditions for staff and students at the College. Any incidents of harassment will be regarded extremely seriously and can be grounds for disciplinary action which may include dismissal or expulsion.

'Procedures for Dealing with Complaints of Racism by Student Teachers on School Experience' are included as an appendix at the back of this document. These procedures describe alternative courses of action that can be taken in the event of perceived or actual racial harassment.

See Appendix 5 for Procedures for Dealing with Complaints of Racism by Student Teachers on School Experience.

Full guidelines on implementation of this policy statement are available from St Martin's College.

Interim Policy and Procedures for the Protection of Children and Vulnerable Adults

The Faculty of Education has developed the above policy which has the following objectives:

To ensure that all children and vulnerable adults who participate in activities provided through the Faculty of Education can do so in a safe and friendly atmosphere supervised by adults who are concerned about their welfare and development and whose behaviour complies with statutory, professional college and Faculty expectations.

To ensure that all students accepted onto a course of the Faculty of Education, and who will have access to children or vulnerable adults as a part of their programme, have attained the age of eighteen years by the start date of the course of study.

The policy applies to the following people:

- All full-time staff employed by St Martin's College working in the Faculty of Education who have access to children and vulnerable adults.
- All full-time staff employed or contracted by the Faculty of Education who have access to children and vulnerable adults.
- All part-time staff who have access to children and vulnerable adults.
- All visiting staff who do not have a contract of employment.
- All students working in Partnership schools as part of their course.

See Appendix 6 for Interim Policy and Procedures for the Protection of Children and Vulnerable Adults

Quality Assurance in the ITE Partnership

Rigorous systems are in place for the monitoring and maintenance of quality in the partnership. These arrangements are overviewed by the Faculty Academic Standards Committee and involve the Annual Evaluatory Review process. Programme Leaders for each of the primary programmes, and Heads of Division governing each of the primary curriculum subjects and education studies components of students' courses, write an Annual Evaluatory Review as does the Partnership Manager (ITE).

Some of the specific quality assurance processes that are directly relevant to those working within the partnership are listed here:

1. The Partnership Manager (ITE) compiles an Annual Evaluatory Review of the partnerships activity and this feeds into the colleges quality assurance process.
2. The roles and responsibilities for all partners are clearly defined and in particular the link tutor has an enhanced responsibility to support the associate tutor in their role.
3. External assessors and examiners provide feedback on all major block placements and the College is obliged to act on their recommendations. Schools and Link Tutors will be provided with summaries of the comments which have been made.
4. The partnership committee provides a forum for decision making within the partnership and for reviewing policy and procedures.
5. Clear criteria are set out for grading trainees on final placements within CORE subjects. For other placements generic criteria are in place to provide guidance on standards.
6. On final placements Link Tutors and associate tutors conduct some joint observations to assess trainees.
7. There is a clear procedure in place to allow trainees who fail placements early in courses to be re-assessed, if this is seen as appropriate.
8. There are clear procedures in place for the selection and de-selection of schools and Link Tutors from the partnership.
9. There is a comprehensive programme of mentor training, which provides a range of different courses to meet different strengths and areas for development.
10. There is an annual partnership strategy document which seeks to propose direction and change in relation to internal and external feedback.
11. Cluster evaluation meetings will be held once per year.
12. Course briefing meetings are held for associate tutors for each individual course.
13. There will be two or three Link Tutors per cluster who will provide each other with opportunities for moderation and professional support.
14. External feedback is provided through OFSTED inspections and following these an action plan is produced which impacts positively on the development of the partnership.

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Terms of Reference and Membership of Faculty Partnership Committees

Within the partnership and Faculty there are a number of committees concerned with strategy, management, innovation, or quality. The committees with the greatest relevance to partnership activity are detailed below.

The Primary Partnership Committee

The primary partnership committee is the main decision making body for operational matters to do with the partnership. It has the following terms of reference which define its main responsibility as being to do with setting out policy and strategy across the partnership.

Terms of Reference

- To facilitate open communication and mutual support regarding school and St Martin's College involvement in ITE.
- To foster relationships between St Martin's College regional LEA's, individual schools and as appropriate Diocesan authorities.
- To promote awareness of opportunities for all partners' Continuing Professional Development through involvement in the partnership.
- To be responsible for defining and monitoring clear, generic QA arrangements in the partnership.
- To provide a forum for the exchange of views arising from the defined partnership arrangements, including closure of issues not satisfactorily resolved within individual courses/programmes and
- Oversee arrangement for the formal evaluation of the partnership.
- To oversee the arrangements for mentor training, including accreditation.
- To be responsible for defining the partnership development plan and engaging in a regular plan/review cycle.
- To monitor any partnership arrangements which involve bodies other than St Martin's College.
- To report decisions to the Primary Joint Partnership Management Committee.

Membership

- Partnership Manager (ITE) & Nominated school-based joint chair.
- Membership represents the geographical extent of the partnership and all campuses within the college. The list of current members is published annually in the Primary Partnership Handbook.

Frequency of Meetings

Once per term

Minutes

Minuting Secretary: School Partnership Admin. Assistant
Minutes distributed to: Membership
Primary Joint Partnership Management Committee

The membership of the committee covers most of the various geographical areas of the partnership and all campuses within the College. The list of members is produced below and all involved in the partnership are invited to contact any of them should you wish for an issue to be debated.

Primary Partnership Committee Membership:

Anchorsholme Primary School Eastpines Drive Thornton Cleveleys Lancs FY5 3RX	Judith Green	Tel: 01253 855215
Ashton Primary School Ainsdale Drive Ashton Preston. PR2 1TU	Hilary Hine	Tel: 01772 728052
Brunshaw Nursery School Morse Street Burnley BB10 4PB	Jill Wharton	Tel: 01282 432076
Burton Morewood Main Street Burton, Carnforth Lancashire LA6 1ND	Sue Woodburn	Tel: 01524 781627
Castle Park Primary School Sedbergh Drive Kendal Cumbria LA9 6BE	Lois White	Tel: 01539 773633
Claremont Primary School Westminster Road Blackpool FY1 2QE	Stuart Calderbank (Joint Chair)	Tel: 01253 621703
Coniston CE Primary School Shepherd's Bridge Coniston Cumbria LA21 8AL	Steve Jackson	Tel: 015394 41302
Cribden House School Haslingden Road Rossendale BB46RX	Jackie Lord	Tel: 01706 213048
Heron Hill Primary School Hayfield Avenue Kendal LA9 7JH	Kate Maddock	Tel: 01539 773639
Holme School North Road Holme, Carnforth Lancashire LA6 1QA	Jane Smith	Tel: 01524 781205
Manor Infants School Sandringham Road Barking Essex IG11 9AJ	Annie Tabrett	Tel: 020 82706630
Quarry View Primary School St Luke's Road Sunderland Tyne & Wear SR4 0HB	Graham Fraser	Tel: 0191 5536847
Ravenstonedale Primary School Ravenstonedale Kirkby Stephen Cumbria CA17 4NQ	Jan Tringham	Tel: 015396 23670
Reedley Primary School Reedley Road Reedley Nelson BB10 2NE	Anita Lyons	Tel: 01282 693688
St James' Lanehead CE Primary School Briercliffe Road Burnley BB10 2DQ	Yvonne Hargreaves	Tel: 01282 426833
St Michael's CE Primary School Bothel, Wigton Cumbria CA7 2HN	David Salmon	Tel: 016973 20632

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St William's Catholic Primary School Garstang Road Pilling Preston PR3 6AL	Patricia McCarthy	Tel: 01253 790389
Warwick Bridge Primary School Warwick Bridge Carlisle CA4 8RE	Heather Park	Tel: 01228 560390
Westgate Primary School Langridge Way Morecambe. LA4 4XF	Anita Yearsley	Tel: 01524 832747
Wilson's Endowed CE Primary School Over Kellett, School Lane, Over Kellet Carnforth LA6 1DN	Jo Williams	Tel: 01524 732097
Edge Hill College St Helens Road Ormskirk L39 4QP	Carol Calcutt	Tel: 01695 584274
Lancashire Local Education Authority	Lisa Nield	Tel: 01772 532640
Cumbria Local Educational Authority	Alan James	Tel: 01539 773501
St Martin's College Director of London Programmes	Pauline Watts	Tel: 020 73646298
St Martin's College Ambleside	Jenny Mackness	Tel: 015394 30399 / 30300
St Martin's College Carlisle	Simon Asquith (joint chair) Sandra Eady Stephen Williams Mark Whitfield	Tel: 01228 613553 Tel: 01228 613557 Tel: 01228 616232 Tel: 01228 616217
St Martin's College Lancaster	Doreen Drews Rebecca Liebman Pat Macpherson David Midwinter Ray Potter Carol Richardson Ann Riggs Sam Twiselton Glynis Wood	Tel: 01524 384475 Tel: 01524 384419 Tel: 01524 384393 Tel: 01524 384329 Tel: 01524 384404 Tel: 01524 384278 Tel: 01524 384550 Tel: 01524 384419 Tel: 01524 384399

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Primary Joint Partnership Management Committee

Terms of Reference

The Primary Joint Management Committee is the senior committee of the St Martin's Primary ITE Schools Partnership. The key responsibilities of the Primary JMC are to ensure that effective processes and procedures are in place for the delivery of high quality primary ITE programmes and courses throughout the partnership, and to provide an inclusive forum for debate and discussion about primary ITE and other issues relevant to the partnership.

The terms of reference are:

- to ensure that there is co-ordination of the overall management of the programmes
- to ensure that the quality and standards of the provision are monitored and maintained, including admissions, structure and content of programmes and assessment
- to provide a forum for debate and discussion on all matters relating to primary ITE
- to oversee strategic development of the partnership's ITE work.

Decisions of the JMC which require action will be reported to the Primary Partnership Committee and the relevant Programme Boards.

Membership

- Associate Dean Programmes or nominee
- Programme Leaders for :
 - 4 year concurrent degree
 - 3 year degree
 - Full-time PGCE
 - Flexible/Modular provision
 - Director of London Programmes or nominee
- 3 Heads of Division or representatives
- 12 representatives from schools, including Headteachers or Associate Tutors
- School Partnership Manager
- 4 Student representatives:
 - 3 year degree
 - 4 year concurrent
 - PGCE Programmes

Frequency of Meetings

Three times a year (autumn, spring and summer terms).

Minutes

Minuting Secretary: School Partnership Admin. Assistant
Minutes distributed to: Membership

Procedures for the Selection and De-selection of Schools and Link Tutors from the Partnership

Under the current regulations for ITE, the partnership is required to lay down clear criteria and guidelines for the selection and de-selection of schools to and from the partnership. This is obviously a sensitive but important area and the aim is to ensure consistency of provision within the partnership.

In developing policy in this area, the following factors were taken into account by the Partnership Committee:

- The policy belongs to the partnership, not to the College. It is formulated through the partnership committee. Schools have been critically important in the development.

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- It is recognised that virtually all situations which arise will be dealt with informally, through open communication and utilising the professional judgement of headteachers, associate tutors and link tutors.
- It is important that there is an element of mutual accountability and in this sense the partnership committee felt it important to have criteria and procedures for the selection and de-selection of Link Tutors and schools.

Criteria for selection of schools to the partnership

1. The presence of at least one trained associate tutor who has undertaken the SMC foundation mentor training course, or equivalent from another institution.
2. Willingness to undertake further mentor training from time to time.
3. Willingness to normally make arrangements for ATs to attend briefing meetings.
4. Willingness to provide classes for placements where the class teacher provides a good role model for trainees.
5. Willingness to evaluate the quality of in-school training through, for example, attending cluster evaluation meetings.
6. Willingness to provide observations, tutorials and other school based training as appropriate to particular courses.
7. The most recent OFSTED inspection is successful.
8. Evidence related to the school being an appropriate training environment in terms of, for example, test and examination results, and exclusion rates.
9. Willingness to include school-based training in a school development plan, policy or other school based documentation.

Criteria for selection of link tutors to the partnership

1. Willingness to engage in link tutor training events as may from time to time be required.
2. Commitment, in principle, to undertaking the role for at least two years in the same cluster.
3. Commitment to fulfilling all aspects of the job description.
4. To be in the employment of St Martin's College on either a full-time or part-time contract or regular PT1 basis. Procedures are in place for bringing suitably experienced and qualified part-time colleagues on to a bank of tutors who may be approached if the need arises.

Criteria for de-selection of schools from the partnership

1. A school which goes into special measures following an adverse OFSTED inspection.
2. Persistent non-submission of reports on students' progress, including summative reports and lesson observations.

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3. Persistent non-compliance with basic course requirements (eg a refusal to provide students with appropriate non-teaching time).
4. Persistent evidence that observations and tutorials are not being undertaken.

Criteria for the de-selection of link tutors from the partnership

1. Persistent non-compliance in relation to any aspect of the Link Tutor job description. (See page 10 of this booklet.)

Procedure for de-selection of schools

1. Where an issue affecting the school's work in ITE remains unresolved (which relates to one or more of the criteria in this document) the normal procedure would be for the link tutor to discuss this with the Director of Primary Programmes.
2. The link tutor would, in the first instance, then negotiate and record an action plan for the development of ITE arrangements in the school. A copy of the action plan would be submitted to the Director Primary Programmes who would have responsibility for monitoring this.
3. Where an action plan was not being realised a sub-committee of the primary partnership committee would meet to consider evidence in relation to this issue. This sub-committee would consist of four members, two from the College and two from the schools and would make a decision about de-selection on the basis of the evidence it had before it. A separate sub-committee with a similar membership constitution would consider any appeals against this decision.
4. The sub-committee may then, on the basis of non-compliance with the appropriate criteria, make a recommendation for that school to be de-selected from the partnership. The recommendation would be made known to the partnership committee.

Procedures for de-selection of link tutors

1. Where an issue relating to the Link Tutor's work in a school remains unresolved, the normal procedure would be for the school to discuss this with the Director of Primary Programmes, having informed the Link Tutor that this is to happen.
2. The Director of Primary Programmes together with a programme leader would meet with the link tutor and representative from the school as appropriate and record an action plan for the development of his/her practice in school. A copy of the action plan would be submitted to the school.
3. Where an action plan was not being realised, a sub-committee of the primary partnership committee would meet and consider evidence in relation to this issue. The membership of this sub-committee would be identical to that of the procedure for the de-selection of schools forwarded to the Joint Management Committee for their attention.
4. The sub-committee may then, on the basis of non-compliance with the appropriate criteria, make a recommendation for that Link tutor to be de-selected from the partnership. This recommendation would be made known to the partnership committee.
5. At all stages the Link Tutor's line manager, normally the relevant Head of Department, would be kept informed of the process.

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Division and Allocation of Resources within the Primary Partnership

The partnership allocates resource to the following key areas:

- Payments to schools for placements
- Partnership staff development including mentor training
- Course provision and teaching
- Student and staff travel and accommodation
- Supply cover for school-based tutors when appropriate

Information is listed below on the key administrative arrangements for the partnership including financial arrangements with schools.

Financial Arrangements

In 2003-2004, the College undertakes to pay a fee to schools providing placement for trainee teachers. The scale of fees payable for different types of courses is to be found below (FIN 1). In addition, for schools providing an associate tutor, supply costs and travelling expenses will be paid for attendance at briefing meetings. These rates are also listed.

Payment will be made through use of the 'Payment Request' invoice, to be found below (FIN 2). This should be completed by the school and include school details in addition to particulars of claims for:

- Placement payments (using payments list)
- Supply cover for briefing meeting (rate on payments list)
- Teacher travel claim (rate on payments list)

Queries with the process or payments should in the first instance be to the School Partnership Office, details as listed near the beginning of this handbook.

Partnership Agreements

For each placement, schools and the College are asked to complete a partnership agreement which represents a formal statement in relation to the arrangements for that placement. A blank partnership agreement proforma is attached for your reference.

PARTNERSHIP AGREEMENT PAYMENTS 2003-4

COURSE	AUTUMN	SPRING	SUMMER
Y1/4 year degree	8 days serial attachment £80	8 days serial attachment £80	4 week block + 2 visits £140.00
Y2/4		5 weeks block + 2 visits £170.00	1 week block + 1 visit £40.00
Y3/4	5 week block 3 visits £180.00		3 week block + 2 visits £110.00
Y4/4		8 week block + 1 week preparation + 2 day visits 290.00	
PG (one year full-time)	10 days serial attachment + 2 weeks block £160.00	5 week block + 1 visit £160.00	8 week block 2 visits £260.00
Y1/3 year degree	10 days £100	2 week block + 1 visit £70.00	5 week block + 2 visits £170.00
Y2/3		5 week block + 3 visits £180.00	1 week block + 1 visit £40.00
Y3/3			8 week block 1 week prep week + 2 visits £290.00

Schools will be notified of payments for International Students, Deferred and Resit students separately, usually with partnership agreements.

Money towards Supply Cover = £60 per half day
Travel costs @ 21p per mile

Payments are arrived at as follows:

1 day visit to school = £10 (Serial attachments and visit days)
1 hour of supervision time = £30 (Block placements)

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PAYMENT REQUEST: PRIMARY SCHOOL PARTNERSHIP FIN 2

TO:**FROM:**

Please return to your local School Partnership Office (details on page 5 of the Primary School Partnership Handbook).	School : _____ Address : _____ <div style="text-align: right;">Post Code</div> _____ Contact Name : <div style="text-align: right; margin-right: 20px;"><i>Head Teacher</i></div> _____ <div style="text-align: right; margin-right: 20px;"><i>Bursar:</i></div> _____ Tel Number: _____ Your reference (if you need one): _____
---	---

Details	Cost Code To be completed by St Martin's College	Account No. To be completed by St Martin's College	Amount
Placement Payments _____ students @ £ _____ = £ _____			£ _____
<u>Student Names:</u> 		<u>Please circle which term:</u> Autumn/Spring or Summer	<u>Type of Course: (please circle)</u> Y1/4 yr degree, Y2/4yr, Y3/4yr, Y4/4yr. PGCE Y1/3 yr degree, Y2/3 yr, Y3/3 yr. Flexible Modular
Briefing Meeting Supply Cover			£ _____
Teacher Travel Claims Name: _____ miles @ 21 p = £ _____			£ _____
Total amount of money claimed:			£ _____

Signed:

Date:

FOR OFFICIAL USE
 School Experience
 Authorised by:

Second Signature:

Date :

Date:

Reference Number:	Cheque Number:
Invoice Date:	Computer Reference:
Document Number:	Posted:
Net:	Gross:
VAT:	

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Cost Centre:	Account Number:	Amount:



PRIMARY PARTNERSHIP AGREEMENT 2003/2004

Preamble

1. A Partnership Agreement between St Martin's College and the school below for the Teaching, Supervision and Assessment of students during the Academic Year 2003/2004.
2. The Partnership Agreement relates to the placement of student teachers on the 3Yr Primary BA(QTS), 4Yr Primary BA(QTS), Full-time Primary PGCE and Primary Graduate Flexible / Modular programmes.
3. The responsibilities for the delivery of the training programme are set out in the *Primary ITE Partnership Handbook 2003-2004* and its relevant annexes (partners' attention is specifically drawn to the sections 'Roles and Responsibilities within the Primary Partnership', 'Preparation and Support of all Staff Involved in ITE' and 'Division and Allocation of Resources within the Primary Partnership'. Responsibilities are consistent with the Requirements for Initial Teacher Training as set out in the DfES/TTA document 'Qualifying to Teach'.

Financial Arrangements

St. Martin's College agrees to pay in accordance with the number of student teachers placed in the school on receipt of a completed invoice towards the completion of the practice.

The College agrees to pay the school as follows:

- For each student teacher mentored by an associate tutor the College will pay the school as per the remuneration figures detailed in table FIN1 in the *Primary Partnership ITE Handbook 2003-2004*. The associate tutor will complete documentation and undertake the roles and responsibilities as detailed in the *Primary Partnership ITE Handbook 2003-2004* and the relevant placement / block guidance booklets.
- £60.00 for attendance at the preparation and planning 'briefing' meetings relevant to the student teachers being placed at the school, plus travel expenses at the rate of 21p per mile

School	St Martin's College
Signed	Signed
Position	Position .. Partnership Manager (ITE).....
Date	Date

Please sign and return one copy of this agreement to **School Partnership Office**, St Martin's College, Bowerham Road, Lancaster LA1 3JD.

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Documentation

Documentation Overview

Documentation associated with placements (report proformas, lesson observation proformas etc) is continually under revision and is subject to approval at the Primary Partnership Committee. It is hoped you will find the documentation simpler and clearer as it will apply across all courses.

Key recent developments have resulted in:-

- an identical framework for all placement booklets, customised to individual courses;
- a new lesson observation proforma which provides a better structure for observing trainees and encourages brevity and clarity;
- two simplified summative report proformas for all block placements, one for placements where the report doubles as a reference entry and one for placements prior to this stage;
- proformas for trainees' medium term plans, lesson plans and evaluations across all courses. Here it is recognised that there will need to be flexibility and there will be variation particularly within numeracy and literacy;
- a disk version of the documentation;
- documentation is now available on the internet:
web site: <http://www.ucsm.ac.uk/partnership>
user name: student
password: teachers

Appendices 1 and 2 provide blank copies of this new documentation.

Appendix 1 Reporting proformas for use by associate tutors when assessing trainees' placements.

Appendix 2 Proformas for use by trainees when planning in the short and medium term. It is recognised that the nature of medium term planning has changed. All trainees are expected to produce at least one medium term plan whilst on block placement and in many cases trainees will be preparing more than this minimum. They are also expected to demonstrate how they have engaged with schools' medium term planning, for example by showing how they will incorporate ICT in the teaching of a particular subject or by demonstrating how the QCA schemes adopted by school can be customised to an individual class. There are three kinds of documentation for trainees to use:

- (a) generic medium and short term planning formats and a generic evaluation format.
- (b) literacy, numeracy, science and ICT planning proformas.
- (c) planning proformas for trainees working in Early Years' classrooms.

In the interest of brevity only the generic proformas are included in this booklet. Other proformas can be found in individual placement handbooks.

Submission of Report Forms to College

A crucial aspect of the partnership arrangements relates to associate tutors' writing of summative report proformas and lesson observation proformas on trainee teachers. It is obviously important that these are submitted to the College. Lesson observation proformas are printed on carbonated paper. It is the intention that the trainee receives the top copy (white), the associate tutor keeps the bottom copy (pink) and the Link Tutor receives (via the relevant school partnership office) the middle copy (blue).

The normal arrangement is for associate tutors to send completed documentation to the relevant campus partnership office. One way of doing this is via the trainee who has ultimate responsibility for ensuring that copies of their report forms are logged with the partnership office.

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Block Placement and Serial Attachment Booklets

This outline provides an agreed structure for all placement booklets. Course Leaders would customise the booklets to their particular courses.

1. SUMMARY SHEET (1 page of A4) with outline details of the particular placement requirements.
2. SECTION A: Introduction
 - contacts in College
 - admin details
 - transport
 - absence
 - legal requirements
 - placement dates
3. SECTION B: Aims and Objectives of the placement, including explicit reference to the standards as appropriate.
4. SECTION C: Placement in Outline

Brief description of what is required on preliminary visits (if any) and for each week of the placement as appropriate.
5. SECTION D: Roles and Responsibilities

These need to be adapted from the agreed framework

 - trainee teacher, including a note about the need for compliance with school policies
 - link tutor
 - associate tutor
 - class teacher
 - headteacher
 - external supervisors
6. SECTION E: The Placement File

This should normally include advice to students on how to structure their file, and should incorporate planning.

eg Section

1	Reports on Previous Placements
2	Target setting
3	Background information about school and class, including notes on school policies as appropriate
4	Daily plans
5	Medium Term and Short Term planning and evaluation arranged in subjects
6	monitoring assessment; record keeping and reporting
7. SECTION F: Assessment of the placement
 - including report forms and preparation checklist
 - any initial or interim report form to be designed by individual course tutors
 - role of external examiner/assessors as appropriate

Colour Coding for booklet covers

Year 1 - pink) For the Year 3
Year 2 - green) and the two 4
Year 3 - yellow) Year degrees
Year 4 - blue
PGCE - red