

Endeavour Learning SCITT Partnership Agreement 2017-2018- *Preparing trainees to become outstanding teachers through inspiring and high quality training in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise*

Selection of Partners for ITT

Any Lead Partner within the Endeavour Learning SCITT ITT Partnership should be able to demonstrate:

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

Any Enhancement Placement School/ College/ Setting Partner within the Endeavour Learning SCITT ITT Partnership should be able to demonstrate:

- A recent Ofsted inspection report or equivalent that identifies the strengths necessary to be involved in ITT.
- A commitment to quality assurance and enhancement and the process of feedback, evaluation, monitoring and the critical review of placements and partnership activities.
- High quality training opportunities specific to the expectations of the placement they are providing.
- An identified Setting Lead who will have overall responsibility for all trainees on placement.

Procedures for Partnership Withdrawal

- Endeavour Learning SCITT takes a positive and developmental approach to reviewing the training that all partners are providing. If any concern is identified an appropriate intervention will be identified by the Operational Lead and the Professional Mentor.
- In the case where all support mechanisms have failed and where serious issues remain unresolved, then formal withdrawal of Partnership is an option. It may be that a particular key stage or a particular department is identified for removal from the Partnership. This will be considered at a SCITT Management Team meeting and reported to the Steering Committee. Any decisions will be reviewed annually. Settings may appeal to the Strategic Lead if this decision is taken.

For content and delivery of the ITT Programme: Please see Partnership Handbook.

Review, Evaluation and Feedback

The following identifies the range of mechanisms used to review, evaluate and feedback to partners and the Partnership:

- Every placement, a trainee and mentor/Lead in setting completes a training evaluation;
- Trainee rep meetings are held termly;
- Informal meetings with school, college or settings are undertaken;
- Termly data is analysed at SCITT Management team meetings and evaluative information received from trainees, mentors, Professional mentors and settings is reviewed. Actions are identified to further improve the training for all trainees.
- External Examiner visits and produces a report. These are reviewed and responded to.
- Professional Mentors and the Operational Lead provide feedback to mentors on the quality of their training.
- Termly Steering Committees are held to review current progress, evaluate the current training and feedback to the Partnership.
- An evaluation letter is sent annually to partners to share the outcomes that all trainees achieved at the end of their programme. Partnership priorities are also shared. This enables partners to work on the priorities across the Partnership.

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Recruitment, Selection and Induction	
Endeavour Learning SCITT will:	School/College/Setting will:
<ul style="list-style-type: none"> In collaboration conduct a high quality, open and transparent recruitment and selection process which promotes equality of opportunity and avoids discrimination. 	
<ul style="list-style-type: none"> Ensure all trainees have been subject to an Enhanced Disclosure and Barring Service (DBS) criminal records check, including a check of the children’s barred list and other relevant safeguarding checks, and keep records showing that trainees have obtained these. Confirm in writing to schools that a trainee’s criminal record check, and a check of children’s barred list, has been completed and that the SCITT has judged then to suitable to work with children. Ensure all trainees have an introduction to Health and Safety, Safeguarding and the Code of Conduct. In addition, they will have been introduced to The Prevent Duty and gained an understanding of their responsibilities with regard to the advice given. For trainees who are pregnant, provide an individual Risk Assessment with targets. Provide specific guidance to explain the requirements for each Placement and guidance on how to support the trainee throughout their training in the setting. Outline the process and procedures to enable schools, colleges, settings to accurately and consistently assess all trainees, including moderation procedures (See Assessment Overview). Remain accountable for all assessment judgements and recommendations for QTS. Outline the payment for any placement and enhancement. Ensure that partners are aware that there may be changes to this payment, based upon reduction of days or if the partner is unable to meet the full requirements of the placement. 	<ul style="list-style-type: none"> Ensure that the trainee is not subjected to any further DBS or safeguarding checks. <p>A school/college/setting will, as part of a comprehensive induction programme, as would be delivered to any new member of staff:</p> <ul style="list-style-type: none"> Promote and advance equality and diversity and eliminate discrimination. Have a written Health and Safety Policy in place. Accept responsibility for the trainee under the Health and Safety at Work Act 1974 and/or the EU directive for Safety and Health at Work (whichever is the higher requirement). Ensure that, should the trainee be expected to work with machinery, equipment or substances hazardous to health, safety precautions will first have been taken, first aid facilities will be available and training, supervision and protective clothing will be provided. As part of the trainee’s induction into the setting introduce the setting’s safeguarding policy and approach to The Prevent Duty, in order that the trainee is fully briefed about their responsibilities. Inform the Operational Lead should an issue arise under the Prevent Duty which relates to a trainee. Advise the SCITT immediately of any injury or loss involving the trainee. For trainees who are pregnant, review the targets set in the Risk Assessment on a weekly basis and inform the Operational Lead if there are any issues. Have in force Employers’ and /or Public Liability insurances and ensure that the trainee and/or accompanying teacher is deemed to be an employee for the purposes of these insurance policies. Ensure that all trainees are provided with the following at the commencement of their training in each school: The child protection policy, the staff behaviour policy (sometimes called a Code of Conduct) and Information about the role of the designated Safeguarding Lead. Be responsible for reviewing and updating all information that the SCITT holds on the school, college, setting, ensuring it is kept up to date and that Operational Lead is informed of any key changes.



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- Agree that the SCITT can store and utilise school, college, setting, information that it holds and use that information for enhancing the training and education it provides.
 - Agree to the Legal Provisions (appendix 4)
- Lead Schools only will:**
- Ensure that all staff engage in ITT and are aware of the ITT criteria (February 2017)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/594123/Initial_teacher_training_criteria_and_supporting_advice.pdf, and will ensure all staff comply with this.
 - Appoint a trained Professional Mentor who will liaise with Endeavour Learning SCITT to ensure that all training in the setting is of high quality, all trainees are receiving their entitlement and that the required reports and evaluations are returned on the prescribed dates.
 - Ensure all mentors working with trainees have a clear understanding of the most recent professional standards¹ and Endeavour Learning SCITT assessment processes and procedures.
 - Ensure an appropriate Mentor is identified for each trainee and in the absence of the identified one, ensure a suitable replacement is sourced immediately.
 - Ensure all mentors engage in mentor training and are aware of and familiar with all required report forms and documentation that they must complete.
 - Ensure correct contact details (including email addresses) are provided.
 - Agree and adhere to Endeavour Learning SCITT Quality Assurance processes and procedures (See Assessment Overview Guidance)

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During Placement

- Together promote equality of opportunity and the safeguarding of young people.
- In collaboration provide high quality training opportunities both at the SCITT base and in all placement schools to ensure all trainees can meet the standards at an outstanding level.

Endeavour Learning SCITT will:

- Deliver on-going comprehensive training for the school/college/setting.
- Ensure compliance of trainees' timetables.
- Ensure each school/college/setting has the opportunity to engage in wider partnership collaboration, such as selection of trainees, design and delivery of programme, representation on committees leading to the development and enhancement of policy and procedures across the Partnership.
- Monitor overall attainment and achievement of trainees on a termly basis.
- Ensure all mentors can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade), including the setting of appropriate, specific individual targets.
- Ensure all mentors have an understanding of the needs of trainees as 'teachers in training' and can support, develop and respond to the individual trainee's training needs by setting appropriate, specific individual targets.
- Provide an overview of the process for when a trainee needs to make a complaint.
- Provide an overview of the process if a setting wishes to make a complaint.
- Convene termly Partnership Steering Committees.

School/College/Setting will:

Lead Schools only will:

- Ensure all mentors are fully aware of their roles and responsibilities (see appendix 3), including:
 - establishing trusting relationships, modelling high standards of practice, and understanding of how to support a trainee through initial teacher training,
 - supporting trainees to develop their teaching practice in order to set high expectations of all pupils and meet their needs,
 - setting high expectations and inducting the trainees to understand their roles and responsibilities as a teacher,
 - continuing to develop their own professional knowledge, skills and understanding
- Ensure completion of trainees' timetables in accordance with the requirements of that Placement and send a copy to SCITT Admin.
- Ensure a commitment from all relevant staff to the provision of ITT, ensuring access to training provided by Endeavour Learning SCITT.
- Adhere to the Endeavour Learning SCITT Assessment Overview.
- Monitor trainee achievement and share this with Endeavour Learning SCITT including interim, formal and summative grades.
- Provide support for each trainee to fulfil their teaching potential, ensuring that the Cause for Concern and intervention procedures are adhered to.
- Provide trainees with enhancement opportunities/CPD according to trainee need where possible and appropriate, e.g.
 - SEND
 - EAL
 - experience of transition from one age phase to another
 - experience of a school in challenging socio-economic circumstances and those judged to require improvement
 to ensure all trainees are highly employable.
- Return all report forms by the prescribed deadline.

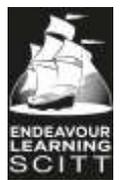


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	<ul style="list-style-type: none"> • Ensure that all trainees are able to train across appropriate key stages/age phases and qualification levels, as appropriate, to gain the breadth and depth of experience required. <p>All Partners will:</p> <ul style="list-style-type: none"> • Ensure suitably qualified teaching staff who are either good or outstanding in their own teaching, plan, deliver, facilitate, monitor and assess trainees. • Provide suitable rooms, with lighting, heating and technical facilities for trainees and ensure appropriate amenities are available for trainees to use. • Provide access to ICT equipment with internet connection at a level appropriate to the number and requirements of the trainees. • Ensure the SCITT is informed if the School/College/Setting Ofsted/Inspection Grade moves to Grade RI or Inadequate, as soon as possible. • Allow Endeavour Learning SCITT access to trainees and mentors to ensure accuracy of assessment and that the trainee is receiving high quality training. • Ensure all trainees are aware of their first point of contact in the setting and who to go to if there are any concerns or issues that arise (see appendix 1 and 2). • Ensure that you understand and adhere to the processes if a trainee wishes to make a complaint or if you as a school wishes to make a complaint. • Attend or send a representative to the termly Partnership Steering Committee.
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After Placement	
Endeavour Learning SCITT will:	School/College/Setting will:
<ul style="list-style-type: none"> • Together undertake a self-evaluation of the Partnership and identify improvement priorities with clear actions for future development. 	<ul style="list-style-type: none"> • Ensure that all required reports and evaluations are completed to a high quality and returned on the prescribed dates.
<ul style="list-style-type: none"> • Complete a review of the data and analyse trends to implement interventions, as appropriate. • Communicate with school/college/settings the outcomes for trainees that year. 	

¹ Professional standards https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf



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On behalf of Endeavour Learning SCITT

Name:

Signed:

Role:

School:

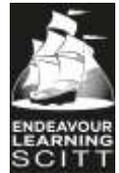
On behalf of the Lead School / Enhanced Placement Partner

Name:

Signed:

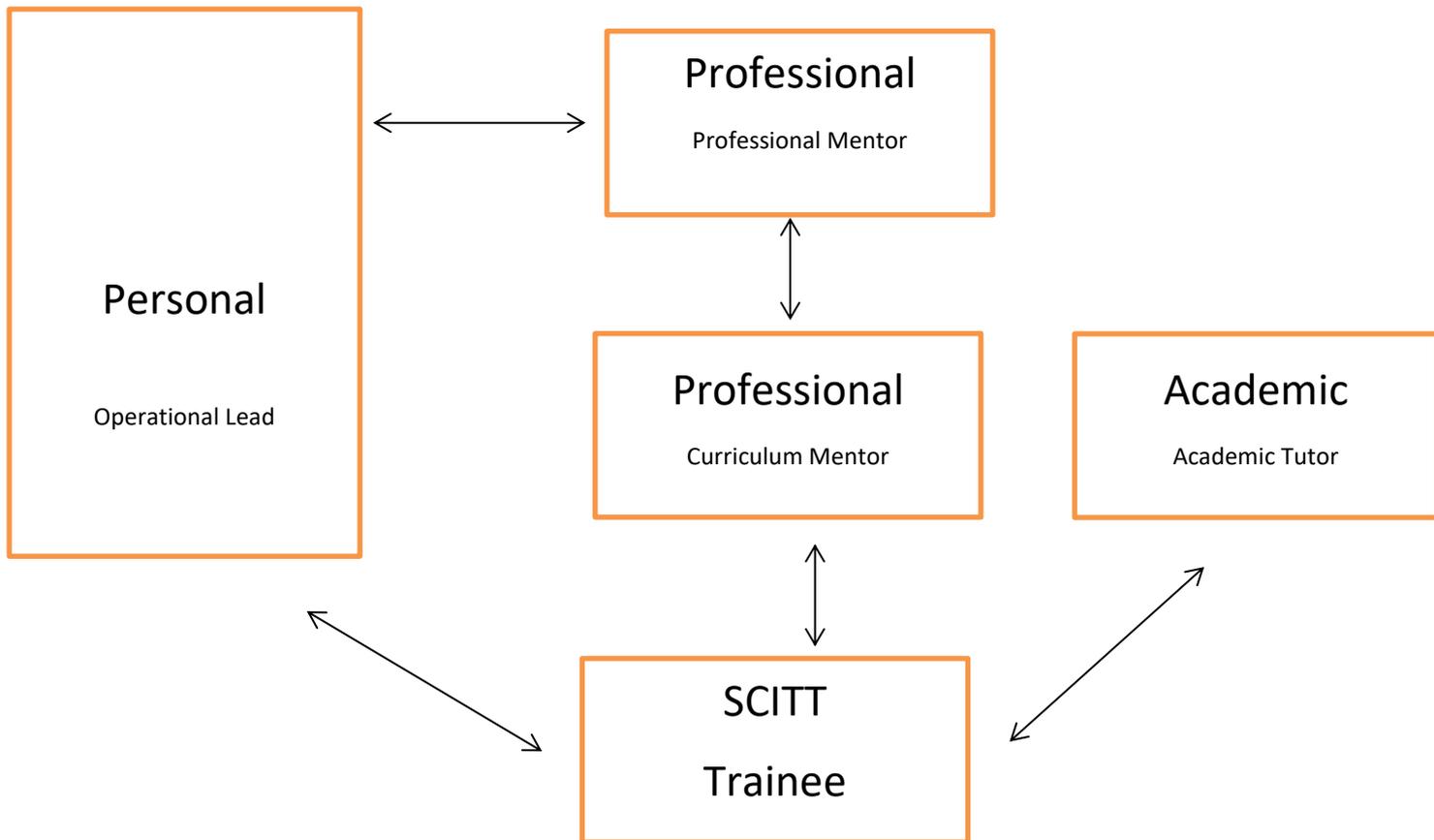
Role:

School:



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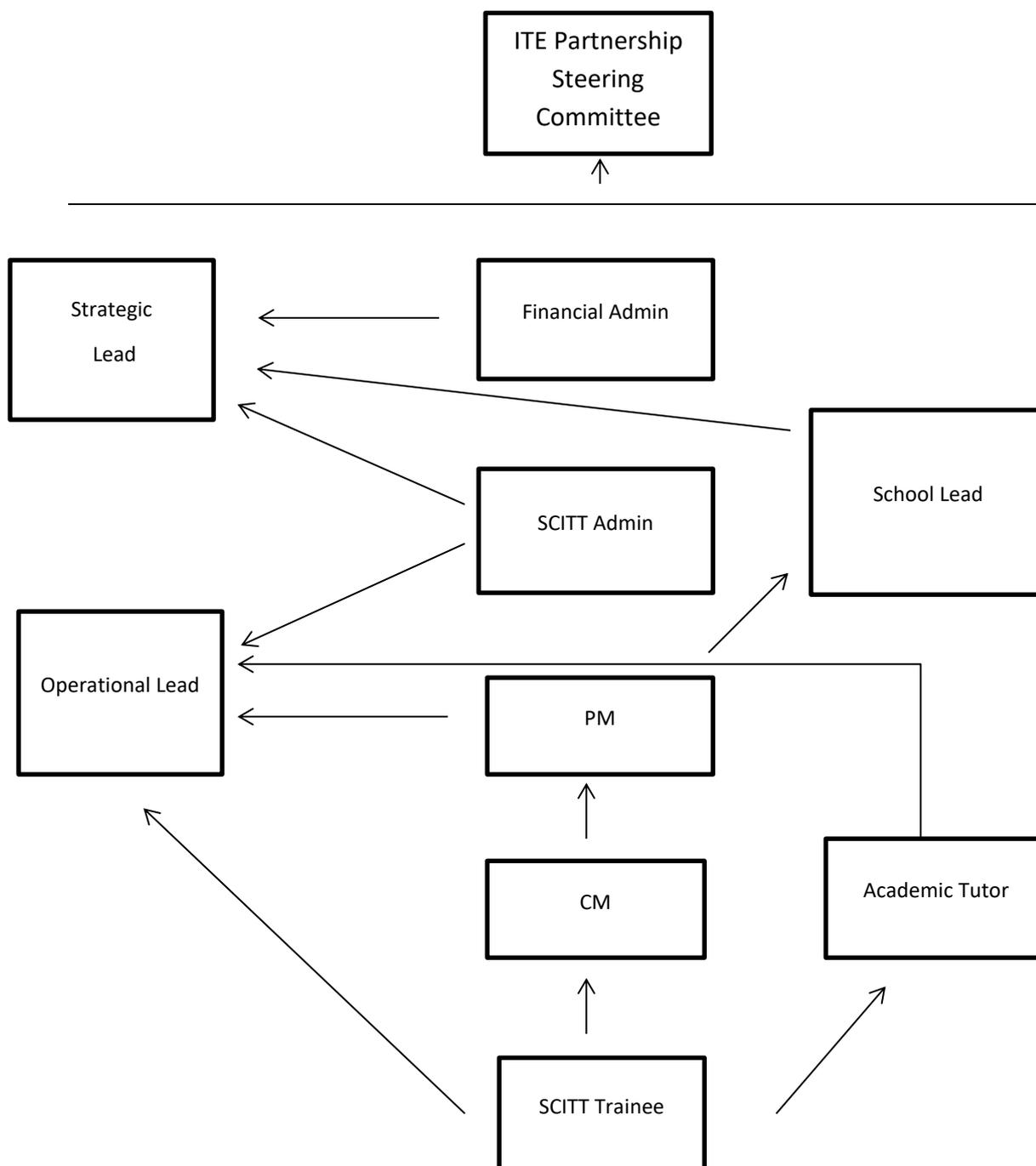
Appendix 1 SCITT Trainee Support (2017)





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Appendix 2 Strategic Leadership & Management (2017)





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Appendix 3 Roles and Responsibilities

The Curriculum Mentor

The Curriculum Mentor has responsibility for the professional development and training of all SCITT trainees attached to their department, specific responsibilities include:

- Providing a trainee with an appropriate induction to the school and the department;
- Providing a trainee with an appropriate compliant teaching timetable;
- Maintaining a file containing all relevant documentation, including all trainee information, learning evaluations, reports and Cause for Concern documentation, if relevant;
- Assessing trainee performance against the Teachers' Standards and undertaking the interim review, every 5/6 weeks;
- Monitoring and supporting the development of a trainee's subject knowledge;
- First point of contact for a trainee with regard to professional matters;
- Completing a Formal or Summative report.

Curriculum Mentors will:

Be approachable, making time for their trainee, and prioritising meetings and discussions with them
Use a range of effective interpersonal skills to respond to the needs of their trainee
Offer support with integrity, honesty and respect
Use appropriate challenge to encourage their trainee to reflect on their practice
Support the improvement of their trainee's teaching by modelling exemplary practice in planning, teaching and assessment
Support their trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies
Support their trainee in developing effective approaches to planning, teaching and assessment
Support their trainee with marking and assessment of pupil work through moderation or double marking
Give constructive, clear and timely feedback on lesson observations and on Learning Evaluations (at least once a week)



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Broker opportunities to observe best practice
Support their trainee in accessing expert subject and pedagogical knowledge
Resolve in-school issues on their trainee's behalf where they lack the confidence or experience to do so themselves
Enable and encourage their trainee to evaluate and improve their teaching
Enable their trainee to access, utilise and interpret robust educational research to inform their teaching
Encourage their trainee to participate in the life of the school and understand its role within the wider community
Support their trainee in developing the highest standards of professional and personal conduct
Support their trainee in promoting equality and diversity
Ensure their trainee understands and complies with relevant legislation, including that related to the safeguarding of children
Support their trainee to develop skills to manage time effectively
Ensure consistency by working with other mentors and partners to moderate judgements
Continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research

The Professional Mentor

The Professional Mentor has overall responsibility for all trainees within their school, liaising with the Curriculum Mentors and the SCITT Operational Lead, specific responsibilities include:

- Overall responsibility for the day-to-day management and quality assurance of the training provided in their school;
- Ensuring fulfilment of the partnership agreement, including ensuring all trainees have an equitable experience;
- Organisation, management and delivery of the Professional Mentor sessions in school;
- Ensuring all Curriculum Mentors have a clear understanding of the requirements of the Teachers' Standards and all the SCITT processes to track and monitor a trainee;
- Ensuring that trainees receive an appropriate induction; including health and safety and safeguarding;



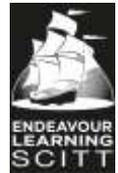
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- Providing trainees with timetabled opportunities to train with learners across the age and ability range as required for the training needs of each trainee;
- Enabling trainees to access professional activities outside the timetable, such as pastoral/tutorial work, staff meetings, staff development events, parents' evenings and extra-curricular activities;
- Ensuring any cause for concern is identified and implemented swiftly and effectively, adhering to the correct process;
- Monitoring the observation of trainees on practice as appropriate; supporting new Curriculum Mentors, engaging in joint observations with school staff to ensure quality assurance and moderation procedures, responding to identified causes of concern in respect of trainee progress and achievement, ensuring that Curriculum Mentors return the interim reports and Formal and Summative reports to the SCITT Administrator promptly;
- Ensuring all Curriculum Mentors are trained prior to mentoring a SCITT trainee and that they engage in regular updating;
- Maintain a file containing all relevant documentation, including all trainee information, observations, reports and cause for concern documentation, if relevant.

The School Lead

The School Lead has overall responsibility to ensure that the Partnership Agreement is adhered to in their school and for liaising with the Strategic Lead, specific responsibilities include:

- Signing and agreeing to all the terms and conditions of the Partnership Agreement and ensuring they are adhered to across the school;
- Working strategically with the Strategic Lead to ensure the SCITT Partnership is responsive to the trainee's needs and also local, regional and national demands and initiatives;
- Attending, or sending a representative to the Partnership Steering Committees;
- Supporting the Professional Mentor in the school to be able to fulfil their responsibilities;
- Facilitating the External Examiner visits and Ofsted Inspector visits as required;
- Contributing or identifying the best person from across the Partnership or from within the school to contribute to high quality conference sessions;
- Supporting Open Events and facilitating the location of them at the school;
- Being involved in the candidate interview process and ensuring a representative from the school attends the interview, if required;
- Supporting the School Experience Days in the school.



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The Academic Tutor

The Academic Tutor has overall responsibility for supporting and developing trainees' academic knowledge and understanding. They will provide guidance, sessions and support to enable a trainee to complete academic assignments that can be used towards accreditation of either a PGCE or a PG Dip. They are trainees first port of call for any academic issues or concerns.

The Operational Lead

The Operational Lead has overall responsibility for all trainees across the Partnership, ensuring all receive a high quality, equitable experience, liaising with the Professional Mentors, the Curriculum Mentors and the SCITT Strategic Lead, specific responsibilities include:

- Promoting and marketing the SCITT;
- Providing information and advice to prospective candidates enquiring about the provision;
- Recruiting high quality candidates to the SCITT Partnership;
- Short listing, interviewing, selection of all trainees onto the programme and providing appropriate feedback to both successful and unsuccessful candidates;
- Sharing with trainees all information about how their training programme will operate;
- Ensuring each trainee has a trained curriculum mentor;
- Moderating Curriculum Mentor assessments and supporting as appropriate (including joint observations) to ensure all mentors across the Partnership can make an accurate identification and assessment of any trainee (strengths, areas for improvement and an appropriate grade, including the setting of appropriate, specific, individual targets and guidance and support on how these can be achieved);
- Monitoring mentors and their achievement of the SCITT mentor standards;
- Providing pastoral support and guidance to all trainees;
- Monitoring the progress of all trainees through regular contact with the Curriculum Mentors;
- Moderating judgements by undertaking moderation visits both during and towards the end of a phase of training in schools across the partnership;
- Attending Cause for Concern meetings, if required.
- Ensuring that all trainees teach in at least two schools across the Partnership and gain breadth and depth of experience to ensure they are outstanding teachers;
- Ensuring that all trainees can work towards meeting all the standards for QTS across the age range they are required to teach;
- Ensuring all data related to trainee's achievement and attainment is routinely and appropriately collected.



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The Strategic Lead

The Strategic Lead has overall responsibility for the strategic leadership of the SCITT Partnership. They will liaise and support the Operational Lead and liaise with all Partners and stakeholders, specific responsibilities include:

- Devising an overview for compliance to ensure all criteria are met;
- Collating and analysing all data on selection for evaluation;
- Ensuring the SCITT budget is adhered to;
- Production of all programme and partnership documentation;
- Devising an assessment overview including all assessment practices;
- Moderating the Operational Lead's assessment and judgements;
- Devising a SCITT timetable and programme of conference sessions;
- Confirming a trainee rep and ensuring termly trainee rep meetings;
- Quality assuring and enhancing the SCITT Partnership website and Lead School partner websites;
- Chairing, convening and setting the agenda for the SCITT Management Team meetings, Partnership Steering Committees and the QTS Board;
- Arranging oversight of the operation and review of the programme and the Partnership;
- Liaising with School Leads from Lead Schools in the Partnership and Enhanced Placement Providers;
- Devising a Partnership agreement and ensuring adherence to this;
- The selection and deselection of schools into the Partnership, following the agreed processes;
- Quality assurance arrangements for all processes and procedures;
- Appointment of, and training of, an External Examiner for the SCITT;
- Ensuring appropriate staffing for conference sessions;
- Devising a comprehensive staff development and training strategy across the Partnership, including mentor training;
- Ensuring all data related to trainee achievement and attainment is analysed and evaluated to impact upon trainee outcomes;
- Production of Self Evaluation Document for the SCITT including a set of identified priorities and an improvement plan, which is updated throughout the year;
- The SCITT OFSTED inspection process;
- The recommendation for Qualified Teacher Status;
- Growing and developing the Partnership.

The Subject Lead

The Subject Lead has overall responsibility for devising the subject knowledge audits and the subject knowledge input on conference days, to support a trainee developing and enhancing their subject knowledge, liaising with the Operational lead.



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The External Examiner

The External Examiner is a colleague from either a Higher Education Institution who is engaging in ITT or another SCITT. External colleagues are independent experts who have no significant prior association with the SCITT team.

The External Examiner is a valued critical friend and the work they undertake allows the SCITT to be assured of the quality of the programme delivered and, at the same time, supports the SCITT team in identifying enhancement opportunities in order to continue to improve.

The External Examiner will visit a sample of trainees on placement, will observe them teaching, and will look at trainees' files. They will also talk with school colleagues and will normally meet with a group of trainees, to discuss all aspects of training. All of these activities allow the External Examiner to judge the quality of the programme being delivered.

At the end of the year the External Examiner will attend the QTS assessment board in order to confirm that the grades and awards are made fairly and rigorously.

At the end of the examination process the External Examiner will write a report which outlines their findings, observations and judgements. This is a significant document which allows the SCITT team to celebrate strengths and identify areas to develop. The reports are shared at the Partnership Steering Committee; along with the SCITT team's response to the report.

The External Examiner for this programme is: TBC

Please note: It is not appropriate for trainees to contact Externals individually.

The SCITT Administrator

The SCITT Administrator has overall responsibility for the administration across the Partnership, liaising with the SCITT Strategic Lead and the Operational Lead, along with the Professional and Curriculum Mentors and trainees and candidates, as required, specific responsibilities include:

- Providing financial information and advice to prospective candidates enquiring about the provision;
- Undertaking the initial sift with applications to ensure they meet the essential criteria, before forwarding to the Operational Lead;
- Responsibility for DBS, Prohibition and Childcare disqualification checks, Health check and ensuring a signed Code of Conduct for each trainee;



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- Maintaining all compliance records;
- Disseminating bursaries;
- Maintaining the trainee tracking database and ensuring it is up to date at all times;
- Updating the SCITT website, as directed;
- Reporting statistical data to DMS, as part of required quantitative returns and accounting to the Secretary of State for Education in terms of numbers recruited and use of the funding provided;
- Ensuring that all schools within the Partnership produce and return all required reports and evaluations, in a timely manner on the prescribed dates;

Supporting both the Strategic Lead and Operational Lead with SCITT administration.

The Finance Manager

The Finance Manager has overall responsibility for the finances of the SCITT, liaising with the Strategic Lead and the Accounting Officer, specific responsibilities include:

- Invoicing and collecting tuition fee payments;
- Handling bursaries;
- Confirming the SCITT budget;
- Procurement of goods and services for the SCITT;
- Monitoring and evaluating administrative systems to assist in the management of the SCITT budget;
- Responsibility for the maintenance and enhancement of the budget database, ensuring at all times that the database reflects the ever-changing needs of the SCITT;
- Responsibility for matters relating to physical resources in the SCITT;
- Handling queries from the Headteacher (Accounting Officer) and the Strategic Lead, including advice on allocation of items of expenditure against accounts, current state of accounts for individual Cost Centres;
- Responsibility for monitoring invoices from schools relating to payments and working with Academy finance personnel to sort out discrepancies;
- As part of the budget setting process within the SCITT:
 - a. Work with the Headteacher (Accounting Officer) on the production of internal finance guidance
 - b. Distribute SCITT specific spreadsheets linked to each Cost Centre
 - c. Work with the Headteacher (Accounting Officer) on the production of final documentation, including all income generation details and summaries.
 - d. Work with the Headteacher (Accounting Officer) on the production of budget feedback files.
- Responsibility for all financial memorandums and associated payments;



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- Act as the key contact point in the SCITT for financial audits. This will include production of financial information and liaison with external agencies, auditors, as appropriate;
- Setting up and maintenance of an Asset Register of non-capitalised equipment for the SCITT;
- Monitoring staff claims and ensuring that these are processed in accordance with regulations.

Appendix 4 Legal Provisions

Variation of the Agreement: Initial Teacher Training provision is subject to external requirements set by external bodies, i.e. OFSTED, NCTL and the Department of Education or any other body which may succeed them. Changes in policy and/or requirements by those bodies may result in changes to Initial Teacher Training provision. The SCITT reserves the right to make amendments to the content of this agreement which may be required as a result of changes in policy and/or requirements from OFSTED, NCTL and the Department of Education or any other body which may succeed them. Should any changes be required to ensure that the provision remains compliant with those external requirements, the SCITT will forward an email to all partners informing them of the changes which have been implemented with an attached revised agreement.

Inducements: Both parties will comply with all applicable laws, statutes and regulations relating to anti-bribery and anti-corruption including but not limited to the Bribery Act 2010.

Disagreements: If there arises any point of disagreement between Endeavour Learning SCITT and the School/College/Setting referring to or touching upon the terms of this Agreement every effort will be made to resolve this at a local level in the first instance. If this is not successful the matter shall be referred to the Head teacher or Principal of the setting and Endeavour Learning SCITT's Strategic Lead. If no resolution is reached, the Head teacher or Principal of the school/college/setting and the Strategic Lead will agree to engage in independent alternative dispute resolution procedures.

Jurisdiction: This Agreement is governed by and shall be construed in accordance with English law. The parties to this Agreement submit to the exclusive jurisdiction of the English Courts.

No assignment: The school/college/setting shall not sub-let, franchise, assign or transfer the Agreement or any part, share or interest in it to a third party.

Nothing in this Agreement is intended to, or shall be deemed to, establish any partnership or joint venture between the Parties, constitute any Party the agent of the other Party, or authorise any Party to make or enter into any commitments for or no behalf of any other Party.

Each Party confirms it is acting on its own behalf and not for the benefit of any other person.

Termination of the Agreement: This Agreement may be terminated after a period of not less than 2 months' notice by either of the parties, without the need to give any reason, on condition that outstanding financial and personnel commitments are honoured and that the rights of students are safeguarded.

Either of the parties may terminate this Agreement with immediate effect in the event of a breach of any of the terms by the other party. Such termination shall not affect the rights which the party so terminating the Agreement may have against the other party in consequence of the breach. This includes, but is not limited to, the following circumstances:

- A. If at any time it is unlawful for a party to perform any of its obligations under this Agreement; or
- B. If a party has appointed a liquidator, provisional liquidator, administrator or similar officer or a like appointment is made in relation to the assets of that party; or
- C. If where an application is made to a competent court for an order or an order is made or a meeting is convened or a resolution is passed for the purpose of appointing a person referred to in the preceding paragraph or for the winding up of the other party or for implementing a scheme or arrangement or for placing the other party under administration; or
- D. If a party fails to duly and punctually comply with any proper laws binding on it for the purposes of the rights and obligations specified in this Contract; or
- E. If a party ceases or threatens to cease to carry on the operations customarily carried on by it.

Termination of the Agreement is subject to the condition that each party will fulfil its respective obligations and duties to any continuing trainees registered on provision covered by this Agreement, with the trainees being enabled to complete their placement without disadvantage.



Endeavour Learning SCITT Partnership Agreement 2017-2018- *Preparing trainees to become outstanding teachers through inspiring and high quality training in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise*