

Department of Education and Childhood

Initial Teacher Education

Core Training Partnership Agreement

This partnership Agreement is between UWE Bristol and

(the School')

Part One: Agreement Overview

Part Two: Responsibilities, Roles and Guidance

Part Three: Partnership Agreement Terms and Conditions

See Also: Partnership Information

Part One: Agreement Overview

Putting the pupils at the heart of teacher education and training

We prepare trainees to become skilful teachers through delivering inspirational training in creative, collaborative partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise.

The UWE Bristol ITE Partnership works with trainees from the point of interview in order to realise their potential to become good and outstanding teachers. All trainees are expected to put pupil progress and wellbeing at the centre of their practice. Trainees have the opportunity to train in a variety of exciting, challenging and innovative schools across our partnership, learning first-hand from experienced teachers. Our partnership is also committed to ensuring a smooth and successful transition to their early career and beyond. The Partnership has a key role in addressing local school supply both within and outside the city of Bristol.

In the UWE Bristol ITE Partnership, all schools are centrally involved in the development of new teachers through:

- Undertaking the training and assessment of trainee teachers to support the progress of pupils they teach;
- Contributing to accuracy in assessment of pupils by supporting trainees in developing their understanding of AfL
- Preparing trainees for their transition into a career in teaching;
- Working with UWE Bristol in a cycle of review and improvement of our programmes, partnerships and processes.

The UWE Bristol ITE partnership offers the following opportunities and benefits to all schools:

- Involvement in recruitment and selection of the next generation of teachers;
- Opportunities for experienced teachers to reflect on and develop their own practice whilst training new teachers;
- Trainee teacher(s) who will contribute to the progress of individuals and groups of pupils from the start of their training;
- Opportunities for class teachers to gain additional insights into the ways their pupils learn whilst trainees are teaching;
- Professional development for staff, including training for mentoring;
- Different ideas, approaches, resources and strategies used by trainees, including digital learning and findings from trainee research projects;
- Networking opportunities with schools across the partnership, supporting sharing of best practice.

All UWE Bristol ITE partners agree to be bound by the roles and responsibilities detailed in the partnership document, including:

- Partnership organisation, quality assurance, evaluation and improvement planning;
- Recruitment and selection;
- Mentor briefing and development;
- Training and assessment of trainee progress ensuring information, including data, are returned to UWE Bristol Partnership office at the time specified;
- Quality assurance and quality enhancement processes of the partnership;
- Student support including health and safety, safeguarding and child protection, data protection, inclusion and managing workload;
- Relevant professional development sessions delivered in school
- Partners will have in place Employers' and Public Liability insurances and ensure that the student is deemed to be an employee for the purposes of these insurance policies
- Work with newly and recently qualified teachers.

All UWE Bristol ITE partners agree to be bound by relevant government policy and advice relating to ITE, including:

- The *Initial Teacher Training Criteria* and the supporting advice available from <https://www.gov.uk/government/publications/initial-teacher-training-criteria>;
- The expectations of the *Ofsted ITE Inspection Handbook* and its supporting guidance available from <https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook>.
- The *Initial Teacher Training Core Content Framework* and supporting advice available from <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>
 - The Early Careers Framework guidance available from [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career Framework April 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

The agreement relates to the provision of a programme of initial teacher education, in which UWE Bristol and the School are in partnership.

SIGNED ON BEHALF OF UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL

As Head of Department, Education and Childhood, UWE Bristol, I confirm that we will fulfil our agreed responsibilities in the provision of Initial Teacher Education.



Mandy Lee, Head of Department

Part Two: Responsibilities, Roles and Guidance

This document is primarily designed to pull together all of the information about the partnership arrangement and the different responsibilities involved to ensure clarity and also to support consistency across educational settings, Mentors and Tutors. We have tried to present this as clearly as possible but please do let us know if you have any queries or feedback about this document and indeed about the placements as they take place.

Responsibilities: School Partners	Responsibilities: UWE Bristol
Organisation and recruitment	
<ul style="list-style-type: none"> • Contribute to the training of Core ITE trainees in the areas outlined in this document. • Comply with the <i>ITT Criteria</i>. • Contribute to the ongoing development of the partnership, including attending the Partnership Steering Group where possible. • Liaise with UWE Bristol on placement offers. • Where possible, take part in the interview and selection process for core ITE places using UWE Bristol selection criteria. 	<ul style="list-style-type: none"> • Coordinate and contribute to the training of Core ITE trainees in the areas outlined in this document. • Comply with the <i>ITT Criteria</i>. • Contribute to the ongoing development of the partnership, including coordinating the Partnership Steering Group. • Liaise with the school on placement offers. • Provide recruitment and selection criteria according to <i>ITT Criteria</i>. • Brief interviewers on the interview and selection process.
Mentor Briefing and Development	
<ul style="list-style-type: none"> • Engage with annual Mentor Briefing opportunities provided for the Mentors and disseminate to other mentors in the school as appropriate. • Engage with Mentor development opportunities. • Engage with the requirements of the <i>Teachers' Standards</i> and the <i>ITT Criteria</i> for teaching and supporting trainees. • Seek opportunities to collaborate with UWE Bristol to support enhancement activities. 	<ul style="list-style-type: none"> • Provide Mentor Training at appropriate points in the year. • Provide/ facilitate Mentor development opportunities • Provide guidance on links to the <i>Teachers' Standards</i> and the <i>ITT Criteria</i> for teaching and supporting trainees. • Seek opportunities to collaborate with the school to support enhancement of ITE provision at UWE Bristol, and enhancement in the school.

Responsibilities: School Partners	Responsibilities: UWE Bristol
Training and assessing Trainees	
<ul style="list-style-type: none"> • Introduce trainees to school contexts, processes and arrangements, including curricula, assessment/exam processes, school policies on assessment, behaviour, conduct, Teaching and Learning, equality, safeguarding, PREVENT, and Fundamental British Values. • Support trainees to develop their pedagogical, subject and curriculum knowledge and understanding. • Focus training and the assessment of trainees on the quality of their teaching over time and the impact their teaching has on the quality of learning. • Train and assess Trainees using UWE Bristol guidance and as detailed in this document. • Support Trainees in taking active steps to become effective teachers • Engage with UWE Bristol in Quality Assurance of the training, including working with the university on quality and moderation • Engaging with External Examiner visits. • Engage with UWE Bristol in opportunities to evaluate and enhance the design and delivery of programmes and processes. • Engagement and support with the Core Content Framework (CCF) and the Early Career Framework (ECF) as advised by the university 	<ul style="list-style-type: none"> • Introduce trainees to UWE Bristol processes and arrangements. • Support trainees to develop their pedagogical, subject and curriculum knowledge and understanding. • Focus training and the assessment of trainees on the quality of their teaching over time and the impact their teaching has on the quality of learning. • Train and assess trainees and provide frameworks and guidance for this according to the <i>ITT Criteria</i> and the <i>Teachers' Standards</i>. • Support Trainees to become effective teachers • Engage with school partners in Quality Assurance of the training • Facilitating External Examiner visits. • Involve school partners in opportunities to evaluate and enhance the design and delivery of programmes and processes. • Involving partners to engage with the Core Content and Early Career Frameworks (CCF and ECF)
Student support	
<ul style="list-style-type: none"> • Provide pastoral support for Trainees. • Support trainees in accessing UWE Bristol services as appropriate. 	<ul style="list-style-type: none"> • Provide for trainees access to: <ul style="list-style-type: none"> ○ Occupational Health services and support ○ Pastoral support ○ Library membership and resources ○ The VLE (Blackboard) ○ Student support – Advisers, Disability Support, Complaints.
Newly Qualified Teachers and Recently Qualified Teachers	
<ul style="list-style-type: none"> • Support NQTs and RQTs in engaging with support and development opportunities offered by UWE for ITE alumni. 	<ul style="list-style-type: none"> • Provide support and development opportunities for UWE alumni NQTs and RQTs.

- **Headteacher/Deputy Headteacher:** Oversee the ITE partnership in schools.
- **Senior Mentor:** School-based coordinator for ITE provision. They will organise ITE provision with UWE and at the school and will be involved in supporting and assessing trainees with the Subject/ Class Mentor.
- **Class Mentor** (Primary), **Subject Mentor** (Secondary): School based subject-level mentor working closely with trainees to support and assess their progress.

School Role Responsibilities

Headteacher/ Deputy Headteacher (or nominee)

Responsible for assuring the quality of trainee teachers' experiences within the school/setting through:

- Ensure trainees receive a briefing on child protection processes at the school.
- Selecting and managing suitably experienced members of staff with QTS to act as the Senior Mentor
- Ensuring that the Senior Mentor and the Subject/Class Mentor engage with annual Mentor training and briefing, and where possible, additional development and/or partnership events provided by UWE for this role and has time allocated to fulfil this role successfully, including time for meetings with trainees and UWE colleagues.
- Liaising with Senior Mentors or School Direct Coordinator, and Subject/Class Mentors to ensure arrangements for the trainees' level of responsibility is appropriate to their stage of development as trainee teachers
- Ensuring trainees have some non-contact time in accordance with the university's recommendations. They should not ask trainees to act as cover for lessons when a supply teacher would normally be used, or be included in staff ratios at short notice, for which they are not prepared.
- Ensure no changes are made to the offered age range of placement. If the original age range offer is no longer viable the Placement Office must be informed. The trainee place may need to be withdrawn.

Senior Mentor

- Liaise with UWE Tutor about practice arrangements with reference to the relevant UWE Bristol placement guidance.
- Ensure no changes are made to the offered phase of placement except in consultation with UWE Bristol.
- Attend/engage with UWE annual Mentor training/briefing and additional development opportunities where appropriate.
- Disseminate information to all other Mentors as appropriate.
- Engage with programme documentation and materials.
- Select suitable QTS-qualified Subject/Class Mentors for trainees' placements in line with the phase offer.
- Meet with the trainees at the start of the placement to include setting out professional expectations around time-keeping and dress code and arrangements for absence with the school
- Facilitate preparations for, visits and meetings with External Examiners and Ofsted Inspectors as appropriate.
- Arrange for ICT access and name badge/ swipe where appropriate.
- Liaise with Subject/Class Mentors to plan a timetable for trainees, involving an appropriate amount of teaching time, and time for directed study. 10% of trainee time is to be used for complementary training e.g. observe in another phase, observe the work of experience/specialist teachers, meet with other professionals or support staff.
- Arrange at least one tutorial per week during block placements to support trainees in ongoing reflection on their own practice. This should include:
 - a review of activities

- a review of progress of the trainee with reference to pupil progress over time
- a review of outcomes for learners and the impact of the trainees on this
- setting targets for the following week with reference to the *Teachers' Standards*
- monitoring and discussing with the trainee their plans, records and evidence against the *Teachers' Standards*.
- In-school professional development sessions to support subject and pedagogical knowledge
- Monitor the support and development of trainees, particularly if concerns are raised.
- Position trainees as professionals and ensuring that they are introduced to staff and learners appropriately and that they have the opportunity to contribute to the whole life of the school/setting.
- Liaise with Subject/Class Mentors to plan support, coaching, observations and meetings with trainees for the duration of the placement.
- Where this is not the first placement, discuss with the Subject/Class Mentors and the trainee the record of strengths and areas for development from the previous placement and use this to set initial placement targets with the trainee and with reference to the Teacher's Standards.
- Ensure the trainee has a general induction to the school/setting environment, policies, procedures, staff and learners.
- Provide child protection policy and process training/induction appropriate to the setting at the start of the placement
- Monitor and record trainee attendance. Alert the UWE Bristol Tutor of any attendance issues.
- Oversee and quality-assure the programme in the school across classes/subjects.
- Monitor progress of trainees through the programme through work with Subject/Class Mentors, and work with trainees to support their work to raise learners' attainment with reference to the *Teachers' Standards*.
- Where an interim review is a requirement of the block placement, the review must be undertaken before the UWE Bristol Tutor's pre-arranged mid-point visit. This review must be discussed and agreed with the UWE Bristol Tutor.
- Write a draft final placement report with the Subject/Class Mentor ready to discuss during the meeting with the UWE Tutor.
- Meet with the UWE Bristol Tutor, Subject/Class Mentor to discuss, adjust and agree the final grade and the wording for the placement report. Share and discuss with the trainee.
- Provide agreed information and data to UWE Bristol.
- Liaise with UWE Bristol to support preparations for, and the process of, an HEI Ofsted inspection, including visiting trainees and UWE Bristol NQTs.
- Provide feedback on experiences and processes to support the development and improvement of the programme and placement arrangements.
- Attend (or nominate an alternative representative) the Partnership Steering Group where possible.
- Support NQTs and RQTs in engaging with support and development opportunities offered by UWE Bristol for ITT alumni.

Subject/ Class Mentors

- Attend and respond to UWE Bristol Mentor training
- Take responsibility for progress of trainees within a subject area/class through support and challenge of practice.
- Induct trainee into the classroom environment, policies, procedures, staff and learner, including the roles and responsibilities of support staff.

- Facilitate the level of supervision and independent working as discussed with the Senior Mentor and/or SD Coordinator as appropriate to the stage of development of the trainee. Appropriate supervision must be provided
- Share planning and assessments and curriculum/policy initiative links with the trainee.
- Ensure that the trainee is able to prepare a plan for each activity / lesson for which she/he takes responsibility, even when these need to closely reference existing school/setting plans.
- Provide at least one pre-arranged lesson/activity observation per week during block placements. This must be followed up with verbal and written feedback. For EY/Primary placements, at least one of these should be of the teaching of reading, including systematic synthetic phonics, and one on Maths.
- Provide a range of other support/mentor activities e.g.
 - co-assessing and discussion of aims and outcomes
 - reviewing a series of lessons/activities with reference to learner attainment and progression over time
 - reviewing approaches with learners with additional needs
 - reviewing approaches to behaviour for learning
 - observing and where possible co-observing, and discussing excellent teaching/practice
 - sharing insights into effective working with parents/carers and other professionals, including child protection issues.
- Support trainees in meeting their responsibilities of the broader training programme (e.g. their written assignments).
- Liaise with the UWE Bristol Tutor and Senior Mentor about the progress of the Trainee, co-observe teaching as appropriate, and discuss and agree feedback to trainees.
- Alongside the Senior Mentor, assess trainees against the *Teachers' Standards* and contribute to end of placement (summative) reports.
- Contribute to the draft final placement report with the Senior Mentor ready to discuss during the final meeting with the UWE Bristol Tutor.
- Meet with the UWE Bristol Tutor and Senior Mentor to discuss, adjust and agree the final grade and the wording for the placement report. Share and discuss with the trainee.
- Liaise around and accommodate visits from the programme External Examiner and/or Ofsted inspectors if required.
- Write a work application reference for the trainee if requested (or this may be allocated to the Senior Mentor).
- Engage where required with the trainee's end of placement Professional Conversation / Viva

UWE Bristol: Role Responsibilities

The following staff are responsible for assuring the quality of trainee teachers' experiences at UWE and on placement. There may be some overlap in these roles:

Associate Head/s of Department

- Assignment and management of staff involved in ITE.
- Ensure that placements and trainees' engagement are compliant with the *ITT Criteria*, including monitoring age range and/or subject coverage and days in school.
- Arranging for and monitor the curriculum and provision for trainees with reference to the *ITT Criteria* and the Teaching Standards.
- Oversee process for ensuring that all tuition fee trainees have a DBS check which does not preclude them from work in schools as per statutory guidelines and with reference to guidance from the Universities' Council for the Education of Teachers.
- Liaise with partners and Programme Leaders to support preparations for, and the process of, an HEI Ofsted inspection.

Programme Leaders

- Ensure that above procedures, as directed by the Associate Head/s of Department, are enacted across the programme
- Ensure trainees receive sufficient child protection training.
- Organise External Examiner visits to the school.
- Oversee the support and development of trainees, particularly if concerns are raised.
- Support and assist the Partnership Team in the responsibilities listed below
- Provide support and development opportunities for UWE alumni NQTs and RQTs

Partnership Lead and Partnership Managers

- Oversee the management and processes of the Partnership Steering Group.
- Coordinate and communicate with partners regarding placement patterns, placement requirements, arrangements and offers.
- Organise and communicate details of annual Mentor training and briefing and further mentor development opportunities.
- Oversee matching and allocating trainees to appropriate placements.
- Communicate placement arrangements to trainees.
- Ensure all relevant placement handbooks and partnership documentation are available on the UWE Bristol website.
- Where this is not a first placement, provide details to the school/setting of the trainee's strengths and areas for development from their previous placement with reference to the Teacher's Standards.
- Ensure appropriate training and guidance is provided for UWE Bristol Tutors.
- Manage and ensure good communications with the UWE Bristol Tutors.
- Deal with issues which arise, including those relating to trainees at risk of failing, and issues relating to tensions between trainees and school colleagues.
- Facilitate and encourage links between partner schools.
- Support the assessment and reports process, including any UWE Bristol post-practice meetings.

- Liaise with UWE Bristol Tutors and school colleagues in the event of any difficulties in agreeing the final grade and report. Arrange for a third moderator where appropriate.
- Liaise with partners to support preparations for, and the process of, an HEI Ofsted inspection.
- Liaise with the schools about the viability of continuing placements in cases where a school is evaluated by Ofsted as Requires Improvement or going into Special Measures during a the school year. Where placements continue, additional support will be arranged.
- Invite evaluations from Partners about processes and experiences of working in partnership to train teachers with UWE Bristol.
- Attend the Partnership Steering Group.

UWE Tutors

- Liaise with the partnership lead/s
- Make contact with the school/setting, and with their trainees before the start of the placement and establish contact arrangements.
- Arrange contacts and visits with the trainee and Subject/Class Mentors as appropriate. The Senior Mentor should be aware of any visits planned.
- Liaise with the Senior Mentor and the Subject/Class Mentors to ensure that the trainees are addressing the *ITT Criteria* and *Teachers' Standards* in their placement.
- Co-observe teaching activities with the Senior Mentor and/or Subject/Class Mentors where this is part of the expectations for that teaching block. Feedback must reference the *Teachers' Standards* and pupils' progress as a result of the trainee's teaching. Support target setting.
- Meet with the Senior Mentor and Subject/Class Mentor to discuss, adjust and agree the final grade and the wording for the placement report. Share and discuss with the trainee.
- Liaise with the Partnership Lead/s, Programme Leader, the Professional Practice Module Leader and the school Senior/Subject/Class Mentors as appropriate, to ensure that:
 - Trainees' progress prior to and during placement is effectively supported, challenged and monitored
 - Judgements about the standard of trainees' performance in schools are consistent across the partnerships
 - Early intervention into difficulties with trainee progress in schools is implemented and monitored for effectiveness.

External Examiner: Role Responsibilities and Process

External Examiner

UWE staff may contact partners to request bringing an External Examiner to the school. This is in the interests of sharing best practice and is not intended to judge schools' performance.

Guidance: Procedures in Difficult Cases

Procedures for trainees at risk of failing	
Partner schools	UWE Bristol
<ul style="list-style-type: none"> • Follow the process below to identify issues and actions and enable the trainee opportunities to improve. • Collect written evidence to support concerns, ensuring that the trainee understands these concerns. • Alert trainee and the UWE Tutor and the Partnership Office as soon as it is apparent that there are gaps or problems with their practice. If there is a formal interim review point, the trainee must be alerted before this point wherever possible, and certainly at this point. • Ensure that the Cause for Concern/Professional Improvement Action plan is completed in discussion with the UWE Tutor and the trainee has clear guidance on areas to address. The <i>Teachers' Standards</i> must be referenced. • If a trainee who has been judged to be satisfactory at the interim review is not able to maintain the professional trajectory considered necessary at that stage, advise the trainee in writing that she/he is now a cause for concern and in danger of failing. Inform the UWE tutor and the Partnership Office immediately of actions taken. • If a trainee has failed to demonstrate the standards at the final assessment, the Senior Mentor should: <ul style="list-style-type: none"> ○ Inform the trainee of the areas for development and the standards that have not been met, in writing, on the Final Report. ○ Ensure all parties have signed the report. ○ Attend the post-practice moderation meeting. 	<ul style="list-style-type: none"> • Work with the Senior/Subject /Class Mentor to moderate and agree on the trainee's area/s of difficulty, and their strengths with reference to the <i>Teachers' Standards</i>. • Support school colleagues in discussing the challenges with the trainee, and in drawing up the Professional Improvement Action plan with the trainee. • Work with the trainee to make progress on identified actions. • Work with the trainee and school colleagues to re-assess the trainee's progress at a pre-agreed point. • Monitor the process to ensure that any trainee who has been judged satisfactory at the interim review but then later judged to be a cause for concern has been advised of this in writing. • Liaise with school colleagues to agree the final outcomes of the practice with reference to the <i>Teachers' Standards</i>. • Facilitate the involvement of school colleague/s in the UWE post-practice meeting. • Identify any generic issues or learning points to take forward to Programme and Partnership leaders and to the Partnership Steering Group.

Procedures where ongoing tensions have been identified by the trainee or Class/Subject/Senior Mentor

Partner schools	UWE Bristol
<ul style="list-style-type: none"> • Collect written evidence from the trainee, Subject/Class Mentor, Senior Mentor, and UWE Tutor to support the identified concern, issue or tension. • Concerns or tensions to be passed on to the UWE Tutor or Partnership Manager if this is more appropriate. • Engage in discussions and/or meetings to attempt to resolve the issue with agreed and recorded actions as appropriate. • Monitor agreed actions to ensure that they have been actioned and resolved. • In the event that issues cannot be resolved successfully, contact the Partnership Manager immediately to discuss and agree a resolution, including arranging for a different placement where appropriate. • School colleagues and UWE to identify any training or support needs for tutor, staff, school or trainee where appropriate. 	<ul style="list-style-type: none"> • Partnership Manager to contact the person who has raised the concerns to identify the issue/s and possible resolutions and document this conversation in writing. • Ensure that whoever raised the concern is aware of the potential outcome of any actions. • Facilitate the involvement of UWE Tutors and/or school colleagues as appropriate to discuss an action plan. • Ensure that these processes do not have an impact on the trainees' progress or the progress of the pupils' learning. • In the event that issues cannot be resolved successfully, work with school colleagues to discuss and agree a resolution, including arranging for a different placement where appropriate. • Outcomes must be communicated to all parties in writing. • UWE and school colleagues to identify any training or support needs for tutor, staff, school or trainee where appropriate.

Procedures where professional suitability issues have been raised

Partner	UWE Bristol
<ul style="list-style-type: none">• School partners must familiarise themselves with the University's <i>Professional Suitability Policy and Procedure</i>, available at http://www1.uwe.ac.uk/aboutus/policies.aspx.• School partners must make UWE tutors aware of any difficulties that a trainee may experience, including, though not limited to, personal, emotional, medical, academic, organisational, workload-related and/or professional relationships difficulties.• Throughout the Professional Suitability process, school partners must engage with the process as fully as possible, and as appropriate.• School partners should expect open and regular communication from UWE tutors during the process, and should engage openly and promptly in communication with the trainee and tutor/s.• School partners will be informed in good time of meeting dates, times and arrangements, and will be invited to attend, where appropriate.• School partners will support the trainee as fully as possible, particularly where an action plan is drawn up and specifically references the school partner for relevant action/s.	<ul style="list-style-type: none">• UWE tutors must maintain open and effective lines of communication with trainees and school-based colleagues, throughout the process as stated in the Professional Suitability Policy: http://www1.uwe.ac.uk/aboutus/policies.aspx.

Part Three: Partnership Agreement Terms and Conditions

1. This agreement is between University of the West of England, Bristol (UWE Bristol) and the school who are known as the Parties to this Agreement.
2. This Agreement will last for the full academic year unless terminated earlier in accordance with paragraph 17.
3. The school will appoint a Senior Mentor, who should have prior experience of working with ITT trainees, and Class or Subject Mentors as appropriate. If any Mentors are not available to work with Trainees for part/all of the placement, then a suitable alternative will be appointed.
4. The number of trainees the school offers to host for each school year will be agreed in advance or at the start of the academic year. *Note:* Each training placement must take place in the agreed age range for ITT compliance therefore the age range of the placement offer cannot subsequently be changed by the school without agreement with UWE Bristol.
5. In the event that a trainee placement under this Agreement is terminated early the Parties agree to discuss in good faith arrangements for the trainee.
6. The Parties agree the overarching responsibilities and the detailed responsibilities and roles of each Party, and the financial arrangements, as detailed in this document. A failure to comply with these responsibilities by the school could result in withdrawal of the trainee and payments and possible deselection of the school as a Core Training partner with UWE Bristol.
7. Senior and/or Subject/class mentors MUST engage with Mentor training in advance of the placement. Senior Mentors will be expected to disseminate further messages to other mentors in the school.
8. Intellectual Property (including but not limited to Copyright) in all materials produced for the placement by either Party will be owned by that Party. Each Party will acknowledge any contribution of the other Party to the materials.
9. The Parties agree that they shall each be licensed to use the other Party's logo in publications relating to the Agreement. The school agrees to send drafts of all publicity material or publications, including web copy, to UWE Bristol for approval prior to publication, such approval not to be unreasonably withheld.
10. The school shall maintain sufficient insurance cover in respect of any claims and liabilities arising under the Agreement for loss, damage or injury as a result of the act, error or negligence of the school its employees or agents.
11. Each Party shall comply with all applicable laws, statutes and regulations relating to anti-bribery and anti-corruption including but not limited to the Bribery Act 2010.

12. For all trainees, UWE Bristol will organise Occupational Health checks to ensure that all trainees placed in school are fit to teach. UWE Bristol will liaise with the school if any health-related adjustments are needed.
13. For all trainees, UWE Bristol will administer Enhanced DBS checks and will provide assurance that all trainees placed in the school will have a DBS check which does not preclude them from work in the school as per statutory guidelines and with reference to guidance from the Universities' Council for the Education of Teachers.
14. The Parties do not intend any term of this Agreement to be enforced by a third party whether under the Contracts (Rights of Third Parties) Act 1999 or otherwise.
15. Neither Party shall, without the prior consent in writing of the other, assign or sub-let the whole or any part of the services which it is to undertake pursuant to this Agreement.
16. The School will comply with all legislation applicable to this Agreement, including but not limited to the Equality Act 2010; Health and Safety at Work etc. Act 1974, Data Protection Act 1998 where they apply to any matter arising under this Agreement. The School shall ensure that it has in place appropriate health and safety policies (which may be provided to the University upon written request). The school shall notify its placement trainees of its health and safety policy and will conduct an appropriate induction on all matters relating to the trainee's activities under this Agreement.
17. This Agreement shall terminate if:
 - a. the other Party enters into an arrangement with its creditors, has an administrator or receiver appointed, is unable to pay its debts as they fall due, is wound up or goes into liquidation or ceases to exist; or
 - b. the other Party shall be in material breach of any of its obligations under this Agreement, which it does not remedy within one month of written notice of such breach, or for any other reason, by serving written notice.
18. In the event of termination under paragraph 17a the Parties agree to liaise to discuss in good faith arrangements for trainees undertaking placements at the School at the time of termination.
19. Neither Party shall be liable for failure to perform its obligations under this Agreement if the safe and effective operation is prevented by conditions beyond its control including but not limited to Acts of God, natural disasters, epidemics, government restrictions, wars, insurrections and/or any other cause beyond the reasonable control of one or both Parties.
20. The Parties agree to use reasonable endeavours to try to settle amicably any disputes which shall at any time arise between the partners in relation to the terms and conditions of this Agreement, its implementation and any matters relating to it. All disputes which may at any time arise between the Parties which cannot be resolved by the staff concerned shall be referred to the signatories of this Agreement.

21. Any contractual notices to UWE shall be addressed to the Pro Vice-Chancellor, Commercial Director and Corporation Secretary: UWE Bristol at Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY.
22. No variation of this Agreement shall be valid unless it is in writing and signed by both Parties to the Agreement.
23. Nothing in this Agreement shall create a partnership or joint venture between the Parties and save as expressly provided in this Agreement. Neither Party shall enter into or have authority to enter into any engagement, or make any representation or warranty, on behalf of the other Party.
24. This Agreement shall be subject to English law and the jurisdiction of the English Courts.

Financial details

25. The school agree to bear costs relating to delivery of the Programme/s as follows:
 - a. its own administrative costs in relation to the development and operation of this agreement;
 - b. administration, delivery, assessment and monitoring of the Programme including support to trainees on the Programme;
 - c. contributing to the evaluation and review of the Programme;
 - d. the provision of appropriate and sufficient learning resources and facilities for trainees on the Programme.
26. UWE agrees to bear costs relating to the delivery of programme/s at UWE and to the participation of its staff in the collaboration including:
 - a. its own administrative costs in relation to the development and operation of this agreement;
 - b. administration, delivery, assessment and monitoring of the Programme including support to trainees on the Programme;
 - c. leading and contributing to the evaluation and review of the Programme;
 - d. travel and other costs incurred by its staff for visits to participating settings, and by school staff for visits to UWE;
 - e. certification of UWE awards as appropriate.
 - f. UWE will pay to a placement fee to the School for each trainee on placement, according to the pricing structure outlined in the Partnership Information document.
27. Staff working in schools who host trainees for teaching placements may be eligible for a reduction in their fees for the UWE MA Education programme or MA Education CPD modules. This 25% reduction could be applied to the first two 30 credit modules taken.

This reduction cannot be combined with any other relevant reduction e.g. alumni reduction. Subsequent modules will revert to the standard module fees.

28. If the trainee's placement is terminated before the expected end date of the placement, the amount paid for the placement will reduce in proportion to the time spent in school.
29. UWE Bristol will send the school a purchase order number to enable the school to invoice UWE Bristol for the fee agreed.
30. The School agree to invoice UWE Bristol by the end of the term in which the monies are due.
31. UWE Bristol agree to pay the School within 30 days of the receipt of the invoice.

Mandy Lee, Head of Department, Education and Childhood.