

The Redcar and Cleveland Teacher Training Partnership Management Team consists of:

- Programme Manager/Primary Course Leader
- Secondary Course Leader
- Administrator

The Roles and Responsibilities of the RCTTP Management Team include:

- Recruit and select in partnership with schools
- Abide by RCTTP policies as agreed by the Executive Group.
- Organise and monitor a comprehensive training programme that provides opportunities for trainees to meet the Teachers' Standards
- Design, implement and review an ongoing assessment programme
- Design, maintain and review all partnership documentation, acting on feedback from the partnership
- Provide a Partnership Tutor for each trainee who will carry out Quality Assurance visits and contribute to the final assessment for QTS
- Maintain trainee records including the tracking of progress and attainment
- Provide training and support for school-based mentors
- Provide pastoral support to trainees
- Observe a sample of trainees teaching, including any trainee who is on Cause for Concern Procedures or a Progress Review
- Provide trainees with access to the resources to support training eg. electronic, library, a copy of Keeping Children Safe in Education
- Design implement and review a programme of quality assurance.
- Work in partnership with Hull University to deliver and assess the award of a PGCE
- Administer from the initial enquiry through to completion and to keep a file on each trainee that remains active during training and is subsequently archived
- Ensure that the school/trainee details are entered on the DFE database
- Administrate funds:
 - Ensure that payments are made to schools as agreed in the payment schedule
 - Ensure that bursary payments are made in accordance with DFE guidance
 - Ensure that discretionary bursary payments are made in accordance with DFE and RCTTP guidance
 - To support the running of the programme
- Recruit external moderators, manage the QTS Board, and make a recommendation to the DFE for the award of QTS.
- Seek and respond to the views of the partnership

Accounting Officer

- Phil Winstanley- Assistant Director Finance Redcar and Cleveland Borough Council

1. School Partners

Working in partnership with RCTTP schools are responsible for organising and delivering school based training. This includes:

- Providing a whole school setting which has a positive attitude to the training of teachers and where the whole staff recognise the importance and value of participating in the development of new professionals.
- Ensuring that trainees have the opportunities, support and guidance required to fulfil the requirements for the award of QTS
- Ensuring that those with responsibility for training and mentoring trainees are given adequate time to fulfil their roles and are able to attend training and preparation meetings
- Nominating appropriate mentors and allocating time and resources to enable them to plan and manage the training programme.
- Work in partnership with RCTTP to recruit and select trainees for the programme.

2. Mentors

Mentoring is a vitally important aspect of Initial Teacher Training (ITT). When a school becomes a Partnership School within RCTTP, it agrees to provide a committed Professional Mentor and Subject Mentor to work alongside the trainee through their training year. The Mentors are integral to the progress of each trainee and will greatly help to shape the teacher that they become.

The exact role of the mentor will vary depending on who is being mentored. However, it is likely to involve all or some of the following:

Providing and sustaining a supportive relationship

- Understanding the importance of a positive and supportive climate in the professional development of the trainee
- Using active listening skills to support a climate of openness in which the trainee can share needs and concerns and respond to advice
- Encouraging the trainee to reflect and evaluate
- Provide help to the trainee without encouraging dependency

Supporting the development of the trainees' professional values and practice, knowledge and understanding, and teaching

- Providing induction into the ethos of the school
- Involving expert colleagues in discussion and analysis of all aspects of classroom practice
- Helping trainees to develop their knowledge and understanding of the content of the curriculum
- Supporting the trainees in developing their planning, expectations and targets, their monitoring and assessment of pupils' progress, and their teaching and class management
- Ensuring that the trainee has access to aspects of school life such as in-service and other training opportunities
- Providing regular tutorial support

Monitoring and assessing trainees' progress and development

- Observing and providing feedback on lessons and setting targets for future development
- Supporting the trainees' self evaluations and self assessments
- Maintaining a consistent approach to feedback

Supporting professional development

- Inducting the trainee into the school culture and ethos
- Involving other colleagues in the support of the trainee and co-ordinating their participation
- Ensuring that the trainee has access to aspects of school life such as in-service and other training opportunities

2a. Professional Mentor

The Professional Mentor is in overall charge of the training programme offered in school. He/ she will often be the school's ITT Coordinator, often with overall responsibility for trainees, NQTs and CPD.

In relation to the RCTTP programme, the Professional Mentor is asked to:

- Hold tutorial meetings with the trainee(s), focusing on generic teaching and learning issues, as identified in the termly Tutorial Logbook to reinforce the taught Central Training Programme. In the first half of the Autumn Term these tutorials will be held on a weekly basis. After October half term the meetings are held fortnightly. During the Second School placement, meetings return to a weekly basis
- Oversee arrangements for the trainee to be observed.
- Observe the trainee using the RCTTP lesson observation proforma
- Complete at least one joint observation with each Subject Mentor during the training year.
- Support arrangements for the trainee to undertake school based training, e.g. visiting a variety of classes etc. and advise on appropriate tasks and activities to support learning in Central Training
- Establish a school based approach for dealing with minor areas of concern on trainee progress. Refer more serious concerns to RCTTP under the Concern Procedures.

2b. Subject Mentor

The Subject Mentor will be an experienced subject specialist and has specific responsibility for developing the trainees' subject knowledge and teaching within the subject.

In relation to the RCTTP programme, the Subject Mentor is asked to:

- Oversee the Subject Knowledge Development Review (SKDR). Formally review the SKDR at regular intervals (as noted in the Tutorial logbook) and identify where the SKDR should be refined or changed.
- Hold weekly Tutorials focussing on subject knowledge development, planning, teaching and assessment in the specialist subject area as per the focus identified in the Tutorial Logbook
- Advise the trainee about subject focused school based training and make arrangements where possible.
- Undertake regular informal observation of the trainee using the RCTTP informal lesson observation proforma.
- Undertake regular formal observations of the trainee using the RCTTP lesson observation proforma to provide written feedback. Observations should be followed up with verbal feedback which the trainee will keep a record of

- Agree and amend the Progress Review in consultation with the Partnership Tutor or Course Leader during termly Progress Review meetings
- Contribute to a school based approach for dealing with minor areas of concern on trainee progress. Refer more serious concerns to the Professional Mentor.

2c. Class Teacher

The Class Teacher might also be the Mentor, but he/she has specific responsibility for developing the trainees' practice in the classroom and is likely to involve all or some of the following:

- Provide specific support on planning and guidance on suitable teaching and learning activities for the class.
- Model effective practice of planning, classroom and behaviour management.
- Contribute to Subject Knowledge Development Reviews and individual target setting
- Hold weekly tutorials on classroom practice.
- Advise the trainee about school based training and any external training and make arrangements where possible.
- Undertake regular observations/ assessments of the trainee.
- In conjunction with Mentor, complete Termly Review forms copies in the supporting documents file.
- Contribute to the final recommendation about the standard achieved by the trainee.
- Contribute to a school based approach for dealing with minor areas of concern on trainee progress. Refer more serious concerns to the Mentor.

Roles and Responsibilities of Partnership Tutors and Moderators

Partnership Tutor

The Partnership Tutor is a representative of the Redcar and Cleveland Teacher Training Partnership (RCTTP) who works to support trainees and schools during their training. The Partnership Tutor will either have had experience of Initial Teacher Training (ITT) as a trainer, as a member of the Senior Management Team in school or as a coach or a Subject/Professional Mentor in school. The Partnership Tutor will liaise with mentors, complete observations of the trainee's teaching and carry out various visits and activities through the training year. The Partnership Tutor will be involved in discussions relating to any aspects of the trainee's work that gives cause for concern.

Partnership Tutors have a variety of roles. These include:

A supporting role

- to the trainee
- to the Subject and Professional Mentor
- to RCTTP

A communication role

- ensuring adequate communication between the school and the mentor.
- making links between the trainees, school and RCTTP

A training role

- with the trainee.
- with the mentor.

A role in making judgements

- confirming and assuring the judgements made about the trainee's progress.
- confirming judgements about achievement of the Teachers' Standards.

A quality assurance role

- confirming that the school based training takes place and is of an appropriate quality
- confirming that schools are adhering to the partnership agreement

In order to achieve these roles, the Partnership Tutor may undertake a range of activities during their visit to the school. Depending on the focus of the visit, this might include any combination of:

- Discussion with the trainee.
- Discussion with the mentor(s).
- Joint observation of a lesson taught by the trainee with the mentor and joint feedback.
- Observation of a lesson with verbal and written feedback.
- Observation of a weekly tutorial.
- Observation of a school based training session.
- Involvement in Progress Review meetings
- Reviewing records of lesson observations or of weekly tutorials.
- Contributing to a training session.

(This is not intended as an exhaustive list but indicates the variety of tasks that a Partnership Tutor might undertake as part of their role. We would hope that over the course of the year, the Partnership Tutor would have the opportunity to vary the focus of their visits, and hence the activities undertaken.)

Whichever activities are undertaken, a 'Record of Visit' form must be completed and returned to RCTTP following each Partnership Tutor visit.

Visits should be arranged with the trainee and/or mentor(s) in advance and the probable activities agreed.

Moderators

A sample of trainees receive a Moderation Visit by the RCTTP External Examiner. The External Examiner will have not been involved with the Programme, or individual trainees, during the current academic year. They will have experience of working within Initial Teacher Training either with RCTTP or another Provider(s).

In addition to the moderation role, the External Examiner will review additional aspects of the programme including: self-evaluation and improvement planning; course documentation; policies and procedures.

The role of the moderator is to:

- Confirm the judgements made by the partnership
- Collect information for the purpose of QA regarding both the central training programme and the support and training in school
- The External Moderator will produce a final report reviewing the training programme and assessment procedures.