

## Primary Entitlement Document 2021-24

### UNEXPLAINED ABSENCE

If a trainee is **unexpectedly absent** from their LATiS or placement school (i.e., they have not informed the school of their absence either in advance or by 9am on the day of the absence through the usual procedures), or goes absent without explanation during the school day, we ask that the school or the class teacher **immediately notify the University**. To do so, the school or the class teacher should call:

**023 8212 6534**

and leave a voice message providing any details that may be important leading up to the unexpected absence. An email may also be sent to [ITE-StudentOffice@southampton.ac.uk](mailto:ITE-StudentOffice@southampton.ac.uk) with the same details. The details of the procedure that will be followed are set out in Annex 1.

Relationships between the University, schools and trainee teachers in the Southampton partnership are governed by this document, called the “Entitlement Document”. In this context “Entitlement” should be understood to mean the minimum amount of support which trainee teachers, partner schools and the University can expect from each other within the partnership.

### 1. LEARNING ABOUT TEACHING IN SCHOOLS (LATiS) DAYS - only relevant to schools providing LATiS days at the start of the programme

LATiS days are different in nature to the School Placements referred to below and so much of the expectations listed in Sections 3 - 5 do not apply. Where they do apply, for example in matters related to health and safety, safeguarding or trainee absence, then they should be applied.

1.1. LATiS Partners should expect to provide:

1.1.1. A range of experiences in their LATiS school;

1.1.2. Reasonable access to the Professional Mentor (PM) and other teachers in school;

1.1.3. Sufficient access to resources and ICT facilities to enable trainees to complete all expected tasks;

1.1.4. A summary statement for each trainee teacher hosted.

1.2. LATiS Partners should expect to receive the following from the university:

1.2.1. telephone / email access to the partnership and programme directors;

1.2.2. face-to-face contact (in-person or virtual) with the university tutors as required;

1.2.3. support with any issues as they arise.

The expectations for trainee teachers on LATiS days are the same as for all school visits and placements. Trainee teachers are therefore expected to comply with sections, **4.1.1, 4.1.2, 4.1.3b** and be pro-active in the management of their training experience.

## 2. TRAINEE TEACHER ENTITLEMENT

2.1. Every trainee teacher is entitled to a range of experiences in the partnership that enables them to demonstrate achievement in relation to the Standards for QTS.

2.2. Every trainee teacher shall have reasonable access to and support from all the following:

- a) Class Mentor (CM) in school;
- b) Professional Tutor (PT) from the university;
- c) Subject Tutors from the university;
- d) Professional Mentor (PM) in school. This may be the HT or another senior member of staff with oversight of ITE in the school or across the alliance.

Please see below for responsibilities related to each role.

2.3. In addition to the training provided by the University, schools must ensure that every trainee teacher receives health and safety information and a safeguarding and e-safety briefing at the beginning of each placement (including LATiS). They must also be introduced to the placement school's designated safeguarding lead.

As part of this induction, schools should ensure that all trainee teachers are provided with

- the child protection policy
- the staff behaviour policy (sometimes called a code of conduct)
- information about the role of the designated safeguarding lead
- Keeping Children Safe in Education (Initial Teacher Training (TT): Criteria and Supporting Advice 2022)

2.4. In school placements and university-based activities, trainee teachers should have sufficient access to resources and ICT facilities to enable them to complete all expected tasks.

2.5. Every trainee teacher who is deemed to be a cause for concern will receive a letter from the primary PGCE programme director indicating that a cause for concern has been raised. A cause for concern form will be agreed between trainee teacher, class mentor, professional mentor or a senior member of staff and a university tutor, identifying the areas of concern, targets to be met and a timescale to work to. A cause for concern can be initiated either by mentors and/or tutors and should follow the cause for concern process in the PGCE (Primary) handbook.

2.6. A progress alert can be initiated by school mentors and/or university tutors and is often used prior to a cause for concern to alert everybody involved of a growing concern. A progress alert can be initiated by mentors and/or tutors and should follow the progress alert process in the PGCE (Primary) handbook.

2.7. Every trainee teacher in danger of not meeting the Teachers' Standards at the end of the programme shall have the right to consideration by an External Examiner which may include observation of the trainee teacher at work in the classroom where relevant.

2.8. All trainee teachers are entitled to an appropriate and reasonable level of support where they disclose a disability.

### 3. TRAINEE TEACHER PLACEMENT EXPECTATIONS

- 3.1. Each trainee teacher is entitled to ongoing, informal feedback from the CM throughout the placement.
- 3.2. Trainee teachers should receive a weekly observation, mostly undertaken by the CM. For all School Direct trainee teachers (SD2), some of these will be joint observations with the CM and PM.
- 3.3. It is expected that each trainee teacher receives an average of approximately one hour of dedicated time with the CM each week for the weekly review and to discuss all review statements.
- 3.4. All trainee teachers will usually receive three visits by the PT over the year. Two will be observation visits carried out in conjunction with the CM and one may be a monitoring visit. These will usually be in December/January, March/April and May/June.
- 3.5. Where necessary, additional visits will be made by the trainee teacher's PT or another university tutor. This will either be an observation visit or monitoring visit as considered appropriate.
- 3.6. Every trainee teacher should be aware of their progress and targets at all stages of the course through discussion with their mentors and tutors. If there are concerns about a trainee teacher's progress this will be discussed fully with the trainee teacher so that appropriate targets and support can be identified.
- 3.7. Each trainee teacher is expected to receive four review statements on their progress to be completed by their schools on or before the dates published.
- 3.8. Every trainee teacher should have a teaching timetable appropriate to their individual stage of development as outlined in the PGCE (Primary) handbook. For the majority of trainees, this will be as follows:
  - Placement 1: 40% team/solo teaching rising to 50% solo teaching, 20% assisting, 30% non-contact.
  - Placement 2: 50% solo teaching, 20% assisting, 30% non-contact, rising to 60%/20%/20% and towards the end of the placement 80% teaching, 20% non-contact.
- 3.9. Every trainee teacher should have two contrasting school placements in line with the guidance set out in the ITT training criteria.
- 3.10. All trainee teachers will have reasonable telephone and email access to the tutor team. School Direct trainee teachers (SD2) will also have contact with their lead school and, once allocated, their base school.

## **4. ROLES, RESPONSIBILITIES AND EXPECTATIONS**

### **4.1. Trainee Teachers**

4.1.1. Trainee teachers are expected to attend all elements of the course:

- a) They must commit to the daily expectations of the course by arriving on or before the expected time and not leaving school or university before the end of the working day, without prior arrangement.
- b) Where absence on a school day is unavoidable trainee teachers must follow school procedures regarding informing the school and setting work for their classes.
- c) Any absence from the university requires notification to the trainee teacher's PT before the start of the working day and to the appropriate subject tutors.
- d) All absences (school or university) should be notified by email to ITE-studentoffice@soton.ac.uk.

4.1.2. Trainee teachers are expected to conduct themselves at all times in a professional manner within the requirements and expectations of the schools in which they are working:

- a) They must undertake all reasonable requests made of them by tutors, mentors or colleagues in schools.
- b) They must comply with school expectations in terms of safeguarding and report any concerns to their CM or the designated person.
- c) They must be aware of other relevant school policies and ensure their conduct and teaching meets these expectations.

4.1.3. Trainee teachers are expected to meet all deadlines set, this is to include:

- a) submission of university coursework and assignments;
- b) maintain their e-Portfolios by updating weekly;
- c) submission of lesson plans and any other documentation requested by CMs within the timeframes specified by the placement school.

4.1.4. Trainee teachers are expected to be pro-active in the management of their training experience, to include:

- a) taking responsibility for the safe keeping and completion of all university paperwork;
- b) preparing for CM and PT meetings by reflecting upon their next steps and providing the appropriate paperwork/resources;
- c) tracking university expectations to ensure other paperwork, such as review statements, are completed by the due date;
- d) using resources such as lesson feedback and Preparedness to Teach surveys to guide their professional development;

- e) ensuring they have contacted CMs in each placement school prior to the beginning of the placement.

## **4.2. Professional Tutors / University ITE Department**

4.2.1. Within the university, various tutors have the responsibility to the trainee teacher for:

- a) the delivery of curriculum subject work;
- b) the delivery of assignment input;
- c) conducting of professional discussion tutorials as identified within the programme timetable;
- d) marking of formative and summative work including 3 Masters level assignments;
- e) checking the trainee teacher's e-Portfolio and other documents as required;
- f) overseeing trainee teacher progress to facilitate s meeting the Teachers' Standards at the end of the programme and providing additional support if needed;
- g) liaising with the programme external examiner with regard to moderation of trainee teachers;
- h) providing a job reference for their trainee teachers.

4.2.2. The Professional Tutor will work with the CM and PM, or other senior member of staff responsible for ITE as appropriate, in school to:

- a) support the ITE curriculum work in schools;
- b) be available for email and telephone discussions as required;
- c) moderate and assess the teaching of trainee teachers through a minimum of 2 observation visits (1 per placement) and the completion of a lesson observation form during each of these visits;
- d) issue, or support the issuing of, and follow up on Progress Alerts and Cause for Concern documents, following procedures in the programme handbook;
- e) confirm the trainee teacher's entitlement is met in terms of a teaching timetable, weekly meeting time and formal lesson observations.

4.2.3. The Professional Tutor is responsible for supporting the whole course by:

- a) attending meetings relating to the professional tutor role including the PGCE (Primary) Board of Examiners;
- b) interviewing prospective trainee teachers, in conjunction with school-based colleagues, when available;
- c) working with the whole tutor team to develop the programme in the light of feedback from schools, trainee teachers and external examiners.

### **4.3. Placement School / Professional Mentor**

#### **4.3.1. The placement school expects from the University:**

- a) recruitment of high quality trainees through a robust recruitment process. Should any information be disclosed on a DBS certificate the trainee is only admitted to the programme following a review by the ITE Director and if necessary by the suitability panel (which includes both university and school based staff) The process is outlined in Annex 3 that trainees' suitability to teach will have been checked. Should any information be disclosed on a DBS certificate, the trainee is only admitted to the programme following a review by the ITE Director and, if necessary, by the suitability panel (which includes both university and school based staff) The process is outlined in Annex 2
- b) access to the partnership and programme directors;
- c) telephone / email access to the PT;
- d) face-to-face contact (in-person or virtual) with the PT as required;
- e) a class mentor briefing at the university prior to the commencement of each placement;
- f) new mentor training at the university;
- g) additional support from PT and the programme director in the case of any cause for concern.
- h) the university will notify the school as soon as possible and within 24 hours should a trainee teacher raise, to a university tutor, a safeguarding concern in relation to a school. If the university is unable to contact the school the appropriate LADO will be contacted.

#### **4.3.2. The placement school is responsible for the selection, monitoring and training of class mentors which should include:**

- a) enabling CMs to attend university training sessions;
- b) leading a school briefing meeting of mentors prior to the start of each placement;
- c) carrying out joint lesson observations with CMs, particularly for new mentors and/or SD2;
- d) moderating across CMs and sharing good practice;
- e) cascading information from the university to all CMs and co-ordinating responses.

#### **4.3.3. The placement school oversees the trainee teacher's progress to facilitate meeting the Teachers' Standards at the end of the programme through:**

- a) planning and overseeing an induction programme for the start of each placement, to include:

- safeguarding training including the school's child protection policy and other relevant documentation,
  - information about the school's DSL and their role,
  - the staff code of conduct policy (or equivalent) for the school.
- b) maintaining an overview of trainee teacher progress through, for example:
- ongoing communication with CM,
  - meeting with trainee teachers regularly to review progress,
  - observing the trainee teachers teaching;
- c) alerting PT and ITE office by emailing [partnership@soton.ac.uk](mailto:partnership@soton.ac.uk) of concerns regarding practice and/or professionalism;
- d) working with CM and PT on any issues, following procedures in the School Placement handbook, which may include the setting up of Progress Alerts and Cause for Concern documents;
- e) following up Progress Alerts and Cause for Concern documents.

4.3.4. The placement school will:

- a) manage trainee teacher entitlement in terms of timetabling, meetings and the expected support outlined in this document
- b) ensure Review Statements are emailed to the university by the specified date
- c) attend Steering Group meetings by invitation
- d) support interviewing of prospective trainee teachers as available.

4.3.5. The placement school should immediately notify the University if a trainee is absent without explanation by emailing [partnership@soton.ac.uk](mailto:partnership@soton.ac.uk) before 9am, or as soon as possible if a trainee goes absent without explanation during the school day. The details of the procedure that will be followed are set out in Annex 1.

4.3.6. The placement school should notify the university with 24 hours by emailing [partnership@soton.ac.uk](mailto:partnership@soton.ac.uk) should a trainee teacher raise a safeguarding concern in school (via the DSL or other member of staff) about their own safety. This is to ensure that the University can support the trainee as appropriate.

4.3.7. The placement school should notify the university by emailing [partnership@soton.ac.uk](mailto:partnership@soton.ac.uk), or calling **023 8212 6534**, within 24 hours, should a school raise a safeguarding concern in relation to a trainee teacher. This should be prior to speaking with the trainee about the concern raised so the University can support the trainee as appropriate. However, the University recognises that it may be necessary for a school to proceed with its own safeguarding processes before receiving a response from the University.

#### **4.4. Placement School/Class Mentor**

4.4.1. the placement school/class mentor are responsible for the support and management of the day to day experience of the trainee teacher, in accordance with this entitlement document and the National Standards for school-based initial teacher training (ITT) mentors' July 2016 and to include:

- a) attendance at class mentor briefing prior to the start of each placement;
- b) attendance at the new mentor training in first year of mentoring for the University of Southampton;
- c) provision of a suitable teaching timetable for the trainee teacher across a range of subjects to include both core and foundation subjects;
- d) ensuring observations across a range of subjects to include both core and foundation subjects taught by the trainee teacher;
- e) provision of a weekly meeting to include a progress review and completion of paperwork, including agreed weekly targets and strategies for completion;
- f) alerting PM and PT of concerns regarding practice and / or professionalism;
- g) working with PM and PT on any issues, following procedures in the ITE handbook, which may include the setting up of Progress Alerts and Cause for Concern documents;
- h) following up Progress Alerts and Cause for Concern documents;
- i) may be asked to provide a job reference for a trainee teacher;
- j) maintaining contact with PT and PM as needed to ensure progress of the trainee teacher;
- k) committing to developing mentoring skills and sharing good practice with colleagues within the school.

#### **4.5. School Direct 2 Lead Schools**

In addition to the above expectations, SD2 Lead Schools are also expected:

- 4.5.1. To arrange contrasting second school placements for each trainee teacher, of a length agreed with the University, and to ensure the University is aware of the dates and venues of these placements.
- 4.5.2. When realistic to do so, considering school's individual circumstances at the time, to offer additional places for trainee teachers following the University Led route from within the alliance.
- 4.5.3. To ensure all partner schools are providing adequate support for their trainee teachers in line with university guidance.



- 4.5.4. To regularly review the progress of all trainee teachers in their alliance and to work with the University to provide support and challenge to individuals as needed.
- 4.5.5. To market their course and manage interviews for prospective trainee teachers, to include:
  - a) ensuring a University representative is at all interviews and that they have been suitably briefed prior to the interview;
  - b) to complete all University interview paperwork on the day of interview;
  - c) to work with the University administrative team to ensure the smooth running of the offering and admissions process.
- 4.5.6. To sign the University partnership agreement on behalf of their alliance and to ensure:
  - a) all alliance member schools are aware of the content of the agreement;
  - b) all alliance members sign and return the supplementary signature sheet;
  - c) all alliance members adhere to the expectations of the partnership agreement.

## ANNEX 1

This statement is to clarify the procedure for reporting and following up on an unexplained trainee absence.

- Placement school reports unexplained absence to the Partnership Office by email or phone by 9.00am if the trainee is absent from the start of the school day or immediately if a trainee is noted to be absent without explanation during the school day. The partnership office will check phone messages first thing each morning.  
Email: [partnership@southampton.ac.uk](mailto:partnership@southampton.ac.uk)  
Phone: 02382126534
- Partnership Office sends query email to student, asking for an immediate response and confirmation that they are safe and well, and copies in tutor.
- Partnership Office follows up with phone call to student if no contact by lunchtime (and notifies tutors of outcome)
- Partnership Office makes contact with listed emergency contact (and notifies tutor of outcome)
- If by 4pm that day no contact has been made, Partnership Office refers student to the Student Hub including tag line 'concern for wellbeing' and copies in tutor.

## ANNEX 2

### Suitability Panel

In the event of a warning, offence or conviction on a trainee's DBS certificate, a panel of three headteachers from partnership schools will be convened prior to the trainee starting their school placement. This panel will decide whether the warning, offence or conviction would constitute a bar to employment as a teacher. If two or more of the suitability panel decide that the information on the DBS certificate would not affect their decision to employ the trainee then they will be able to continue the programme. If two or more of the suitability panel decide that the information on the DBS certificate would constitute a bar to employment in a school then the trainee will be withdrawn from the training programme.