

Primary Entitlement Document 2024-25

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 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. This document is reviewed and updated yearly with relevant guidance added as annexes to the main document.

The partnership comprises of the following stakeholders in providing Trainee Teachers with the entitlement described in this document:

- Trainee Teachers
- University Tutors and administrative support staff
- Senior Leaders and Staff of partner schools, including:
 - Learning About Teaching in School (LATiS) schools
 - Placement schools (School Placement 1 and School Placement 2)
 - Schools that are visited by Trainee Teachers for short observation and experience visits such as special schools and school visits organised in conjunction with English and mathematics hubs

ABBREVIATIONS

CM Class Mentor

ITaP Intensive Training and Practice

ITE Initial Teacher Education

PM Professional Mentor

PT Professional Tutor

SSR Student Support Review

1. THE TRAINEE TEACHER

1.1. Entitlement

- a) Every trainee teacher is entitled to a range of experiences in the partnership that comply with all current and relevant government legislation and enables them to demonstrate achievement in relation to the Teachers' Standards in awarding QTS.
- b) Every trainee teacher shall have reasonable access to and support from all the following:
 - i. Class Mentor (CM) in school;
 - ii. Class Teachers in the LATiS schools;
 - iii. Professional Tutor (PT) from the university;
 - iv. Subject Tutors from the university;
 - v. 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.
- c) 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:

- i. the child protection policy
 - ii. the staff behaviour policy (sometimes called a code of conduct)
 - iii. information about the role of the designated safeguarding lead
- d) In LATiS schools, 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.
- e) Trainee teachers who have identified and declared additional needs should receive support. This includes reasonable adjustments recommended in a Student Support Review (SSR). If a trainee teacher is in receipt of an SSR, relevant details of this will be shared (with trainee permission) with the placement and LATiS schools and discussed between placement school and the university to agree relevant adjustments. A placement may not be withdrawn on the basis of the requirements of reasonable adjustments.
- f) A *Progress Support Plan* 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. In creating a *Progress Support Plan*, the process in the PGCE (Primary) handbook and on the PGCE (Primary) partnership website should be followed.
- g) Every trainee teacher who is deemed to be a *Cause for Concern* will receive a letter from the primary PGCE programme lead 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.

- h) 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.

1.2. Roles and Responsibilities

- a) Trainee teachers are expected to attend all elements of the course:
- i. 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.
 - ii. Where absence on a school day is unavoidable trainee teachers must follow school procedures regarding informing the school and setting work for their classes.
 - iii. 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.
 - iv. All absences (school or university) should be notified by email to ITE-studentoffice@soton.ac.uk.
- b) 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:
- i. They must undertake all reasonable requests made of them by tutors, mentors or colleagues in schools.
 - ii. They must comply with school expectations in terms of safeguarding and report any concerns to their CM or the designated person.
 - iii. They must be aware of other relevant school policies and ensure their conduct and teaching meets these expectations.
- c) Trainee teachers are expected to meet all deadlines set, this is to include:
- i. submission of university coursework and assignments;
 - ii. maintain their e-Portfolios by updating weekly;
 - iii. submission of lesson plans and any other documentation requested by CMs within the timeframes specified by the placement school.
- d) Trainee teachers are expected to be pro-active in the management of their training experience, to include:

- i. taking responsibility for the safe keeping and completion of all university paperwork;
- ii. preparing for CM and PT meetings by reflecting upon their next steps and providing the appropriate paperwork/resources;
- iii. tracking university expectations to ensure other paperwork, such as review statements, are completed by the due date;
- iv. using resources such as lesson feedback and Preparedness to Teach surveys to guide their professional development;
- v. ensuring they have contacted CMs in each placement school prior to the beginning of the placement.

2. THE PROFESSIONAL TUTOR AND UNIVERSITY ITE DEPARTMENT

2.1. Roles and Responsibilities

- a) Within the university, various tutors have the responsibility to the trainee teacher for:
 - i. the delivery of curriculum subject work;
 - ii. the delivery of assignment input;
 - iii. conducting of professional discussion tutorials as identified within the programme timetable;
 - iv. marking of formative and summative work;
 - v. checking the trainee teacher's e-Portfolio and other documents as required;
 - vi. overseeing trainee teacher progress to facilitate meeting the Teachers' Standards at the end of the programme and providing additional support if needed;
 - vii. liaising with the programme external examiner with regard to moderation of trainee teachers;
 - viii. providing a job reference for their trainee teachers.
- b) The Professional Tutor is responsible for supporting the whole course by:
 - i. attending meetings relating to the professional tutor role including the PGCE (Primary) Board of Examiners;
 - ii. interviewing prospective trainee teachers, in conjunction with school-based colleagues, when available;
 - iii. working with the whole tutor team to develop the programme in the light of feedback from schools, trainee teachers and external examiners.

3. LEARNING ABOUT TEACHING IN SCHOOLS (LATiS) DAYS ENTITLEMENT

Only relevant to schools providing LATiS days at the start of the programme

3.1. Overview

Providing the entitlement in ways outlined in this document will ensure trainees are provided with opportunities and experiences, required by the university, that enable them to complete the learning tasks, known as Professional Development Activities (PDAs) and include those related to the Intensive Training and Practice (ITaP) provision. Through the LATiS experience, trainees will develop their understanding of teaching and learning in preparation for their first school placement.

Intensive Training and Practice is a statutory requirement of all Initial Teacher Education (ITE) providers. It is a focused component of our ITE provision, designed to deepen trainees' understanding of evidence-based teaching principles and their application in professional practice. The PDAs associated with each ITaP theme are designed to achieve this through observation, critical analysis and practice application in school. In doing so trainees link theory to practice and begin to foster long-term improvements in teaching that they can adapt to various contexts, ensuring a sustained and transferable impact on their professional development.

3.2. LATiS School Partner Expectations

- a) LATiS school partners should expect to provide:
 - i. the trainee teacher entitlement described in sections **1.1 (c)**, **1.1(d)** and **1.1 (e)**;
 - ii. a range of opportunities and experiences for trainees to successfully complete all the required PDAs;
 - iii. reasonable access to teachers in the school;
 - iv. a summary statement for each trainee teacher hosted.
- b) LATiS school partners should expect to receive the following from the University:
 - i. telephone / email access to the partnership and programme leads;
 - ii. face-to-face contact (in-person or virtual) with the university tutors as required;
 - iii. help and guidance in supporting trainee teachers who have identified and declared additional needs and making any reasonable adjustments recommended in an SSR. See section 1.1 (e).
 - iv. support with any issues as they arise.

3.3. Trainee Teacher Expectations

- a) 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, **1.2 (a)**, **1.2 (b)**, **1.2(c) ii** and be pro-active in the management of their LATiS training experience.

4. SCHOOL PLACEMENT EXPECTATIONS

4.1. The Trainee Trainees' Entitlement Whilst on School Placement

- a. Each trainee teacher is entitled to ongoing, informal feedback from the CM throughout the placement.
- b. Trainee teachers should receive a weekly observation mostly undertaken by the CM.
- c. In accordance with statutory requirements, every trainee teacher must receive 1.5 hours (per 5 day week) of mentoring support. This support is through mechanisms and procedures outlined in the relevant School Placement Handbook.
- d. 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.
- e. 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.
- f. 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.
- g. 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.
- h. Every trainee teacher should have a teaching timetable appropriate to their individual stage of development and guided by the Weekly Expectations of each placement as set out in the relevant PGCE (Primary) Placement Handbook.
- i. Every trainee teacher should have two contrasting school placements in line with the guidance set out in the ITT training criteria.
- j. All trainee teachers will have reasonable telephone and email access to the university tutor team.

4.2. The Roles and Responsibilities of the Placement School

- a. 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. They must also be introduced to the placement school's designated safeguarding lead.
- b. All placement schools should plan and oversee an induction programme for trainee teachers in their school at the beginning of the placement, to include:
 - i. safeguarding training including the school's child protection policy and other relevant documentation,

- ii. information about the school's DSL and their role,
 - iii. the staff code of conduct policy (or equivalent) for the school.
- and ensure that all trainee teachers are provided with:
- iv. the child protection policy
 - v. the staff behaviour policy (sometimes called a code of conduct)
 - vi. information about the role of the designated safeguarding lead
- c. The placement school is responsible for the selection, monitoring and training of class mentors which should include:
- i. enabling CMs to complete the statutory training for new mentors and achieve the university's level 1 standard;
 - ii. enabling CMs to complete the annual renewal training, including attendance at briefing meetings prior to the start of each placement;
 - iii. ensuring CMs are supported to provide their trainee teachers with the statutory 1.5 hours (per 5-day week) in the manner prescribed in the relevant School Placement Handbook;
 - iv. enabling joint lesson observations with CMs, particularly for new mentors;
 - v. moderating across CMs and sharing good practice;
 - vi. cascading information from the university to all CMs and co-ordinating responses.
- d. The placement school oversees the trainee teacher's progress to facilitate meeting the Teachers' Standards at the end of the programme through:
- i. 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.
 - ii. alerting PT and ITE office by emailing partnership@soton.ac.uk of concerns regarding practice and/or professionalism;
 - iii. working with CM and PT on any issues, following procedures in the School Placement handbook, which may include the setting up of *Progress Support Plans* and *Cause for Concern* documents;
 - iv. following up *Progress Support Plans* and *Cause for Concern* documents.
- e. The placement school should immediately notify the University if a trainee is absent without explanation by emailing 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.

- f. The placement school should notify the university with 24 hours by emailing 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.
- g. The placement school should notify the university by emailing 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.
- h. The placement school will:
 - i. manage trainee teacher entitlement in terms of timetabling, meetings and the expected support outlined in this document
 - ii. ensure Review Statements are emailed to the university by the specified date
 - iii. attend Steering Group meetings by invitation
 - iv. support interviewing of prospective trainee teachers as available.

4.3. The Roles and Responsibilities of the Class Mentor

- a. The class mentor, with the support of the placement school, is 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:
 - i. completion of the statutory new mentor training (where appropriate);
 - ii. attendance at the CM briefing meeting at the beginning of each placement which is part of the statutory annual renewal training;
 - iii. 1.5 hours of support (per 5 day week) as directed in the relevant School Placement Handbook;
 - iv. provision of a suitable teaching timetable for the trainee teacher across a range of subjects to include both core and foundation subjects;
 - v. ensuring observations across a range of subjects to include both core and foundation subjects taught by the trainee teacher;
 - vi. provision of a weekly meeting to include a progress review and completion of paperwork, including agreed weekly targets and strategies for completion;
 - vii. alerting PM and PT of concerns regarding practice and / or professionalism;

- viii. working with PM and PT on any issues, following procedures in the ITE handbook, which may include the setting up of *Progress Support Plans* and *Cause for Concern* documents;
- ix. following up *Progress Support Plans* and *Cause for Concern* documents;
- x. may be asked to provide a job reference for a trainee teacher;
- xi. maintaining contact with PT and PM as needed to ensure progress of the trainee teacher;
- xii. committing to developing mentoring skills and sharing good practice with colleagues within the school.

4.4. The roles and responsibilities of the University and Professional

- a. The Professional Tutor will work with the CM and PM, or other senior member of staff responsible for ITE as appropriate, in school to:
 - i. support the ITE curriculum work in schools;
 - ii. be available for email and telephone discussions as required;
 - iii. 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;
 - iv. issue, or support the issuing of, and follow up on a *Progress Support Plan* and *Cause for Concern* documents, following procedures in the programme handbook;
 - v. confirm the trainee teacher's entitlement is met in terms of a teaching timetable, weekly meeting time and formal lesson observations.
- b. The university will provide:
 - i. face-to-face contact (in-person or virtual) with the Professional Tutor as required;
 - ii. a class mentor briefing at the university prior to the commencement of each placement;
 - iii. new mentor training at the university;
 - iv. additional support from the Professional Tutor and the programme lead in the case of any cause for concern.
- c. 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.
- d. The University aims to recruit Trainee Teachers of high quality through a robust recruitment process. Should any information be disclosed on a DBS certificate, the Trainee Teacher 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.

ANNEX 1

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

1. Placement school reports unexplained absence to the Partnership Office by email or phone before 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

Phone: 02382 126534

2. Partnership Office sends query email to student, asking for an immediate response and confirmation that they are safe and well, and copies in tutor.
3. Partnership Office follows up with phone call to student if no contact by lunchtime (and notifies tutors of outcome)
4. Partnership Office makes contact with listed emergency contact (and notifies tutor of outcome)
5. 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.