

## Appendix 2: Roles and Responsibilities

The following tables are part of the Partnership Agreement which the schools and Canterbury Christ Church University sign once a GRTP place has been agreed.

Canterbury Christ Church University Accredited Recommending Body	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To work in partnership with schools to prepare Trainees for the recommendation of Qualified Teacher Status</li> <li>To provide support and training for Employment Based Trainers, Subject Mentors and University Tutors</li> <li>To monitor schools' training provision and the progress of Trainees to ensure consistency of quality</li> <li>To make the recommendation for Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>To check the qualifications and suitability of potential Trainees for the Graduate and Registered Teacher programme</li> <li>To ensure that an agreed Individual Training Plan is appropriate, supported and completed</li> <li>To monitor the quality of training provided, ensuring that the Trainee is provided with regular feedback, monitoring and assessment procedures</li> <li>To provide professional support for Trainees through Programme induction, professional learning and subject knowledge enrichment sessions</li> <li>To convene training sessions for EBTs, Subject Mentors (Secondary) and University Tutors to ensure consistency of approach</li> <li>At the conclusion of the training period, to carry out a Final Assessment and make a recommendation for Qualified Teacher Status</li> <li>Following the recommendation for Qualified Teacher Status, to secure the formal arrangements for the Trainee's recognition as a qualified teacher</li> <li>To support the preparation of, and to endorse, the Career Entry and Development Profile during the last term of training</li> </ul>
Director of Employment Based Routes: Graduate and Registered Teacher Programme	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To provide overall day to day and strategic management of the Programme</li> <li>To provide day to day and strategic management for the Secondary Programme</li> <li>To provide leadership to all members of the Programme Team</li> </ul>	<ul style="list-style-type: none"> <li>To manage the day to day operation of the Programme</li> <li>To ensure that the programme provides high quality, cost effective training</li> <li>To lead and facilitate programme development to meet the changing needs and requirements of Employment Based Training</li> <li>To monitor the progress of trainees in relation to meeting the Standards for Qualified Teacher Status</li> <li>To liaise with the Director of Student Support and Director of Careers and Student Development over trainees' issues</li> <li>Facilitating and responding to feedback from all relevant external agencies</li> <li>To be responsible for quality management and to prepare an annual quality monitoring and enhancement report</li> <li>To advise on marketing and information requirements related to the programme</li> <li>To oversee and quality assure assessment procedures</li> <li>To ensure procedures are in place to provide Trainees with a high quality employment based training placement</li> <li>To consult with all members of the programme team and EBTS</li> </ul>
Primary Programme Co-ordinator	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To provide day to day and strategic management for the Primary Programme working in collaboration with the Director of Employment Based Routes: - Graduate and Registered Teacher Programme</li> </ul>	<ul style="list-style-type: none"> <li>To manage all day to day aspects of the Primary Programme</li> <li>Responsible for monitoring quality of Primary Programmes and the Primary Programme Quality Monitoring and Enhancement Report</li> <li>To liaise with and work in collaboration with the Director of Employment Based Routes:- Graduate and Registered Teacher Programme to ensure consistency of provision across the secondary and primary provision</li> </ul>

	<ul style="list-style-type: none"> <li>To have a Team Leader role</li> </ul>
<b>Team Leader</b>	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To oversee training provision in a specified geographical region, liaising with University Tutors to monitor the consistency of training provision, and to intervene when schools or Trainees need further support to meet the requirements of the Programme.</li> <li>To complement the professional training programme provided by schools and to encourage a collegiate approach to training where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>To provide training and support for University Tutors and EBTs</li> <li>To provide an induction into the requirements of the Programme for Trainees and supplementary professional learning and subject knowledge enrichment sessions</li> <li>To keep EBTs informed about developments in the programme which relate to the school's responsibilities</li> <li>To liaise with University Tutors and EBTs in situations where school or Trainee presents any areas of concern</li> <li>To oversee a regional group of schools, Trainees and University Tutors to ensure consistency of provision</li> <li>To lead on University Tutor training</li> <li>To provide continuous quality assurance for the programme</li> <li>To endorse the recommendation for QTS</li> </ul>
<b>University Tutor</b>	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To represent the University in the monitoring of the employment based training programme and in the formative and summative assessment of Trainees</li> </ul>	<ul style="list-style-type: none"> <li>To work with the school's Employment Based Trainer (EBT), subject mentors (Secondary) and Trainees, with planning, contributing to and supporting the training programme</li> <li>To visit Trainees by appointment to undertake lesson observations and engage in professional dialogue, monitor the development of the Professional Portfolio, provide professional and pastoral support, and to monitor their progress</li> <li>To communicate with Employment Based Trainers and Team Leaders concerning the progress, assessment and well-being of Trainees</li> <li>To provide continuous quality assurance for the programme</li> <li>To participate in training and development led by Team Leaders</li> <li>To make the recommendation for the award of QTS, following a summative assessment of the Trainee</li> </ul>
<b>The School</b>	
<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>To employ the Trainee as an unqualified teacher and to appoint an Employment Based Trainer to co-ordinate school based ITE provision</li> <li>To provide employment based training as agreed in the Individual Training Plan, to enable the Trainee to be recommended for Qualified Teacher Status</li> </ul>	<ul style="list-style-type: none"> <li>To provide the Trainee with a suitable teaching timetable load within the recommended framework provided by the ARB</li> <li>To carry out formative assessment of the Trainee's professional development through lesson observations and reviews and monitoring the Portfolio</li> <li>To appoint a member of the Leadership Team to take on the role of the Employment Based Trainer (EBT) to co-ordinate the Trainee's training experience in school, and to provide appropriate subject knowledge support, with a recommended total time commitment from staff equivalent to 5% of a teacher's timetable</li> <li>To take any necessary action as an employer if the Trainee's performance as a teacher is unsatisfactory</li> <li>To ensure Trainees attend training provided by the University and the school</li> <li>To provide the Trainee with access to relevant e-learning resources as needed and with appropriate technical and skills support</li> <li>To provide a programme of generic professional training agreed with</li> </ul>

	<p>the University (possibly in collaboration with other schools in a consortium)</p> <ul style="list-style-type: none"> <li>• To allow the Trainee to be released from teaching to attend all compulsory taught days and further optional professional learning</li> <li>• To allow the EBT and Subject Mentors to attend University training and development sessions</li> <li>• To arrange for the Trainee to undertake their second school experience</li> <li>• To inform the University if the Trainee ceases to be employed at the school</li> </ul>
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<b>The Employment Based Trainer</b>	
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<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To facilitate and ensure that the Trainee has the necessary opportunities to enable them to meet the Standards for QTS</li> <li>• To monitor the Trainee's progress and report to the University</li> </ul>	<ul style="list-style-type: none"> <li>• To meet with the Trainee weekly as part of the planned programme of professional support</li> <li>• To conduct a weekly meeting with the Trainee, planning and reviewing professional and subject knowledge development, and detailing this in the ITP (Primary)</li> <li>• To endorse a timetable that meets the requirements of the Programme and the development needs of the Trainee</li> <li>• To undertake lesson observations, discussion and feedback and to arrange for other member of staff to support the Trainee in this way</li> <li>• To maintain regular contact with the University Tutor and facilitate visits to the school</li> <li>• To attend EBT meetings and training sessions</li> <li>• To provide experiences in school which enable the Trainee to meet the expectations of the Standards for QTS</li> <li>• To liaise with the second school to ensure a quality training experience that meets the requirements of the Individual Training Plan</li> <li>• To arrange a minimum of 10 days' experience in an adjacent Key Stage (Primary)</li> <li>• To oversee progress and offer guidance and professional and pastoral support</li> <li>• To facilitate the help and support of Subject Leaders in the development of Trainee's subject knowledge (Primary)</li> <li>• To arrange meetings with colleagues in the school and visits to other locations which will enable the Trainee to access information and experience needed to meet the Standards for QTS especially in respect of Subject Knowledge development where this cannot be provided by the school</li> <li>• To advise the Headteacher and/or school's senior managers about the progress of the Trainee</li> <li>• To support the Trainee when difficulties arise</li> <li>• To complete reviews of the Trainee's progress and return these to the University</li> <li>• To oversee the development of the Trainee's Portfolio, particularly the evidence they collate to demonstrate that they meet the Standards for QTS</li> <li>• To initiate the arrangements for completing the Career Entry and Development Profile and provide advice on the arrangements for the NQT year</li> <li>• To liaise with Subject Mentors (Secondary)</li> </ul>

<b>The Subject Mentor (Secondary)</b>	
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<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To facilitate and ensure that the Trainee has the necessary</li> </ul>	<ul style="list-style-type: none"> <li>• To conduct a weekly meeting with the Trainee, planning and reviewing professional and subject knowledge development, and</li> </ul>

<p>opportunities to meet the Standards for QTS, particularly in relation to subject knowledge for teaching</p>	<p>detailing this in the ITP</p> <ul style="list-style-type: none"> <li>• To liaise with the EBT and University Tutor concerning the Trainee’s progress, and the development and monitoring of the ITP</li> <li>• To liaise with the EBT to provide professional development opportunities which support the Trainee’s work towards the Standards for QTS, especially in relation to specialist subject teaching</li> <li>• To devise a timetable that meets the requirements of the Programme and the development needs of the Trainee</li> <li>• To undertake lesson observations, discussion and feedback</li> <li>• To provide professional and pastoral support</li> <li>• To plan and implement a programme of subject development training</li> <li>• To undertake regular subject knowledge development reviews</li> <li>• To support the Trainee in the collation of evidence that they meet the Standards for QTS</li> <li>• To attend training and development sessions led by the University</li> </ul>
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**The Trainee**

<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• To be employed as an unqualified teacher, undergo a Programme of training provided by the school as detailed in the ITP and to present themselves for assessment for recommendation for QTS</li> </ul>	<ul style="list-style-type: none"> <li>• To work as required as an employee of the school in which training takes place</li> <li>• To work under a contract supplied by the employer in accordance with the regulations laid out in the School Teachers Pay Review documents published annually</li> <li>• To fulfil the responsibilities of a teacher’s duty of care</li> <li>• To undertake a series of Induction Tasks and observations as preparation for Needs Assessment</li> <li>• To complete an initial subject knowledge and ICT audit which must be reviewed and updated throughout the Programme</li> <li>• To teach a timetable that is progressively developed term by term but is no more than that of an NQT by the end of the Programme</li> <li>• To attend the University module taught days (as specified by the Programme)</li> <li>• To select and attend optional professional learning and subject knowledge enrichment training sessions as appropriate to identified needs</li> <li>• To plan all lessons to be taught, according to the requirements of the Programme and the school</li> <li>• To be a reflective practitioner, undertaking written evaluations throughout the training period and maintaining the ITP</li> <li>• To develop and maintain a Portfolio of Evidence to demonstrate that they meet all the QTS Standards</li> <li>• To take and pass the mandatory Skills Tests in Literacy, Numeracy and ICT</li> <li>• To present a Portfolio of Evidence at the conclusion of the training period</li> <li>• To maintain regular contact with Blackboard and undertake VLE learning experiences as required by the Programme</li> <li>• To understand that the training programme can be terminated if satisfactory progress is not achieved</li> </ul>

**Teaching and Development Agency for Schools**

<i>Role</i>	<i>Responsibilities</i>
<ul style="list-style-type: none"> <li>• On behalf of the DfCSF, to provide</li> </ul>	<ul style="list-style-type: none"> <li>• To provide for the external evaluation of the Graduate and Registered</li> </ul>

strategic monitoring of the contracted work of the Accredited Recommending Body	Teacher Programme <ul style="list-style-type: none"><li>• To identify requirements and recommendations for the Graduate and Registered Teacher Programme through contractual arrangements, meetings and external evaluation</li></ul>
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