



# West London Teacher Training Alliance

## Trainee Agreement 2025-26 Cohort

Trainee name: \_\_\_\_\_ Primary/Secondary: \_\_\_\_\_

### Parties to this Agreement:

This agreement is between Sacred Heart High School acting as lead school for the West London Teacher Training Alliance (Primary and Secondary) and trainees recruited through the WLTTA scheme.

### Introduction

This agreement governs the provision of teacher training facilitated by WLTTA. The purpose of this agreement is to enable you to understand the demands of the course, and for us to help you think about and resolve any potential difficulties.

Programmes which involve the possibility of recommendation for QTS are courses of professional training and therefore carry the expectation that trainees will conduct themselves in a professional manner. Work-related elements of the programmes are designed to mirror the professional experience of a teacher.

### SCHOOL EXPECTATIONS

#### The school will:

1. Give an induction briefing to all new students. This will include, but not be limited to:
  - A tour of the school, outlining where key resources are located.
  - Explaining the Student and Staff Codes of Conduct for the school.
  - Giving access to the school's key policies including safeguarding, child protection, fire and evacuation procedures, data protection and E-safety.
  - Explaining how to look after pupils' data, in accordance with the school policy, Data Protection Act and General Data Protection Regulation.
  - Explaining procedures for notifying the school if the student teacher is unable to attend (scheduled or unexpected absences)
  - Outlining staffing structures and responsibilities within the school.
  - Outlining key dates, including observation dates, for Block Placements.
2. Provide access to planning and resources for the student teacher's class/year group.
3. Provide access to any software which students need to use to plan/resource lessons.
4. Arrange access for the student teacher to the relevant areas of the school network, including individual log-ins for on-site computers and remote access from home.
5. Timetable weekly meetings between students and mentors.
6. Arrange opportunities for observations and co-planning with subject leaders/specialists, where necessary.
7. Include written feedback for all formal observations, focusing on impact on pupil progress over time and with reference to student teacher's progression towards meeting the Standards.
8. Give clear guidance and targets and, as appropriate, issue an Intervention Support or Cause for Concern to Student Teachers not making expected progress or at risk of failure.
9. Provide a weekly 'Professional Studies' programme in order to augment the university curriculum and provide contextualisation for pedagogical theory within a specific school context

### The school will not:

1. Require student teachers to undertake tasks above and beyond those asked for by the university, such as running clubs and creating displays (although they may do this if they wish).
2. Use student teachers for regular cover.

### TRAINEE EXPECTATIONS

#### I understand and agree to the following and will act accordingly:

The standards for Professional Values and Practice are essential components of the course. I understand I am entering a professional training course, which will require high levels of professional conduct as outlined in Part 2 of the [Teachers' Standards](#).

#### 1 DBS

- 1.1 I understand that as I will come into contact with young people, I will need to have an enhanced certificate from the Disclosure and Barring Service before I start my training in school. Any failure to disclose requested information to the DBS service could lead to having to withdraw from the course at any time. I will present the hard copy of my DBS to be noted and checked on my first day of attendance in any school operating under the WLTTA scheme. In the rare event that my DBS had not been received by me at least a week in advance of your my placement, I undertake to notify the relevant school and WLTTA centrally [pcurrey@sacredh.lbhf.sch.uk](mailto:pcurrey@sacredh.lbhf.sch.uk)

#### 2 HEALTH & WELLBEING

- 2.1 I understand that I must declare all health and wellbeing concerns as required by the Fitness to Teach process, before starting the course. This is a condition of all offers and is administered by the university on all unsalaried courses and by the school or university (using an occupational health organisation) on salaried courses.
- 2.2 If there are changes to my health and wellbeing that may adversely affect my ability to teach, I must notify my school, university mentor and WLTTA centrally (Pippa Currey [pcurrey@sacredh.lbhf.sch.uk](mailto:pcurrey@sacredh.lbhf.sch.uk)).

#### 3 PROFESSIONAL BEHAVIOUR

- 3.1 I understand and accept the professional nature of the programme and undertake to familiarise myself with all the relevant school and university policies and protocols.
- 3.2 I further agree to act in a fully professional and considerate manner at all times including during any leave of absence period. I accept that professionalism will be demonstrated by:
  - **Regular attendance:** including all Inset and adherence to the requirements for notifying absence
  - **Punctuality:** Trainees should arrive in good time for the school day and remain available for as long as necessary in line with the policy or procedures of the school they are training in. This is likely to mean arriving by 7.45am and normally staying no later than 5.30/6.00pm (or as agreed with your school) unless for training and mentor meetings. Trainees should inform their coordinating mentor and class teacher mentor/subject mentor if they are going to be late or need to leave early.
  - **Adequate preparation:** Trainees should try to ensure planning is complete at least 24 hours before a lesson is delivered so that mentors can check it. Resources, flipcharts and physical equipment should be prepared ideally the day before a lesson is delivered. The physical classroom environment should be set up before the start of the school day.

- **Regular feedback to children:** trainees should follow the expectations of their mentors with regard to the regular marking of work and home learning, (and for primary, monitoring children’s reading books; and EYFS – completing observations and updating pupil profiles).
- **Respect for others at school:** including all staff (teaching and non-teaching), other trainees, pupils and parents in accordance with school policy. These include disciplinary procedures, equal opportunities, anti-discriminatory and anti-bullying policies.
- **Ability to listen and act on feedback and advice:** from mentors, other staff in schools and link tutors.
- **Taking responsibility for own learning:** this will include being familiar with the university requirements of the placement; maintaining and keeping up to date any placement documentation, including storing planning, teaching, learning, assessment and training proformas in the training files throughout the placements.
- **Being proactive in own professional development:** and providing the evidence of meeting the Teachers’ Standards in written and verbal formats. Taking responsibility for addressing concerns relating to individual experience by discussing such concerns with the appropriate tutors and/or teaching staff. Carrying out duties as required by mentors and school staff.
- **Maintaining an appropriate standard of dress and appearance:** professional or smart-casual in line with requirements of the school you are attending.
- **Social media:** I will ensure that while studying and on placement, my social media accounts are private and conform to both my school and the university’s social media policy.
- **Establishing and maintaining appropriate relationships, including on-line:** with all of those involved with the School including children, parents, support staff, teaching staff and senior management (e.g. Not ‘friending’ any pupils or parents, etc.)
- **Liaison:** in relation to classroom observation, meeting with and working with teachers and other staff, planning, teaching and assessment of pupils and other appropriate professional duties.
- **Taking responsibility for familiarising yourself immediately with key policies and procedures:** this includes, but is not restricted to, child protection and safeguarding policies and fire evacuation procedures.
- **Carrying out reasonable instructions:** as requested by the head teacher, senior staff, student mentors and other staff in school
- **Complying in full with Part 2 of the [Teachers’ Standards](#).**

#### **4 DISCIPLINARY PROCEDURE**

- 4.1 If a trainee’s personal or professional conduct (as set out above) gives cause for concern, this could lead to the issuing of a warning (formal or informal) or advice about more appropriate professional behaviour. For example, a mentor may discuss targets for improvement in relation to professional conduct, which will be recorded alongside targets relating to teaching. Such concerns may form part of an Intervention Support Plan or Cause for Concern.
- 4.2 Provided that such warnings are acted upon and the trainee is seen to comply with professional standards as set out in this agreement, such records will not be prejudicial to the trainee’s progress on the course and they will not be taken into account in any reference.
- 4.3 Where professional conduct is a persistent problem, a meeting may be convened with the university to discuss the appropriate next steps which may include an investigation regarding fitness to practice. For salaried trainees, the employing school’s disciplinary processes would also apply.

## **5 ROUTINE ABSENCE AND REQUIREMENT TO NOTIFY**

- 5.1 I can only be absent in cases of genuine illness, serious family crises or unavoidable appointments or interviews. Wherever possible I will ask permission in advance (copying the request to your class/subject mentor and any higher coordinating mentor in school or Programme Director/Convenor at university on a non-school day) and provide medical/other certification.
- 5.2 If I have to be absent on a school day, then I undertake to notify my class teacher/subject mentor, and the coordinating mentor and university tutor as soon as possible and then on a daily basis. I will provide cover work for any classes that I teach on my days of absence to mirror the requirements of a qualified teacher. On any non-school day I undertake to notify the Programme Administrator and subject tutor, as soon as possible and then on a daily basis.
- 5.3 I accept that I will follow the school term dates of my host and second placement school.

## **6 AWARENESS OF REQUIREMENTS TO TRAVEL**

- 6.1 I am aware that schools operating within the WLTTA scheme extend from the Westminster in the East to Uxbridge and Hounslow in the West; and from Feltham and Richmond in the South to Paddington and Queen's Park in the North.
- 6.2 I agree to travel to any allocated school operating within the WLTTA scheme, as the course requires and to accept the second WLTTA school allocated to me. I accept that all travel arrangements and costs are my own responsibility.

## **7 GRADING AGAINST THE TEACHERS' STANDARDS**

- 7.1 **Awarding Responsibilities:** I am aware that the university is responsible for recommending trainees to the Teaching Regulation Agency for the award of QTS and on programmes that include a PGCE, the university is also responsible for awarding the PGCE.
- 7.2 **Awareness of the importance of time in schools:** Initial Teacher Training Regulations currently require trainees to spend at least 120 days in school. If there are significant periods of absence this could affect the awarding of the qualification.
- 7.3 **Awareness of the relevance of the Teachers' Standards:** I understand that at the point of course completion, all trainees are assessed against the Teachers' Standards, which is a DfE requirement and provides a benchmark of the minimum requirements for recommendation for QTS.
- 7.4 **Interventions:** I understand that bespoke arrangements and interventions are put into place for any trainee whose progress in relation to the Teachers' Standards is causing concern. I understand that such interventions form part of the training programme and may involve additional sessions outside regular teaching times. I am committed to undertaking all interventions and additional workshops designed to support me through this process.

## **8 LEAVE OF ABSENCE**

If, at any point during your training, it becomes necessary for an unsalaried trainee to apply for a Leave of Absence, this would need to be initiated and agreed with the university who, as part of that process, will involve your host school and WLTTA. Conditions will be set for a possible return to your host school to complete your training but this cannot be guaranteed and you may be required to accept the offer of a placement at an alternative host school. This Leave of Absence process does not apply to salaried School Direct or Apprenticeship trainees who have a contract with their employing school. Any time away from the programme for a salaried trainee would need to be negotiated directly with the employing school and arrangements notified in writing to WLTTA.

**9 COMPLAINTS**

Should you have a complaint about any aspect of your training, this should be raised, in the first instance, with the school mentor(s) responsible for your training. If you feel uncomfortable raising the matter with your host or placement school, or you feel that it has not been adequately dealt with, you should refer your complaint to your strategic lead at WLTTA centrally or to your university mentor using the university’s own complaints procedure. The contact details for your WLTTA Strategic Lead are provided at the WLTTA induction in July; alternatively, please contact Pippa Currey on [pcurrey@sacredh.lbhf.sch.uk](mailto:pcurrey@sacredh.lbhf.sch.uk).

**Trainee Name**

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**Trainee Signature (electronic acceptable)**

**Date**

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