**MANCHESTER METROPOLITAN UNIVERSITY**

**FACULTY OF EDUCATION**

**INITIAL TEACHER TRAINING PROGRAMMES**

**CODE OF PROFESSIONAL CONDUCT**

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At the outset of your Primary Programme, you will be asked to discuss the nature of your role and responsibilities as a teacher. The following Code of Professional Conduct is designed to convey the expectations that we have of you during your programme of ITT. The university has separate expectations which you signup to when you enrol (MMU Commitment: <http://www2.mmu.ac.uk/commitment/>) which we expect all students to read and understand. However, as stated above, your ITT programme has very specific requirements for professional behaviour, which is why we have one that is programme specific. We wish to assure you of our support during the Programme and that we will work hard to ensure that your entitlement to fair treatment and equality of opportunity is upheld. This Code should be read and signed in conjunction with the description of roles and responsibilities, and the Equal Opportunities guidance in sections of your Course and School-based Training Handbooks.

This code of professional conduct is informed by the following:

1. *Teachers’ Standards 2012*
2. The *Teachers’ Standards 2012* require that, in order to be awarded Qualified Teacher Status, trainees must demonstrate that they possess the professional characteristics / qualities and responsibilities to become an effective classroom teacher’. These capacities must underpin all the other Standards;
3. Standards of behaviour of teachers are governed by a number of DfES circulars, including *DfEE Circular 11/95: Misconduct of teachers and workers with young people*; *Circular 4/99* [*Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training*](http://www.dfee.gov.uk/circulars/6_99/circa148.htm)*.*
4. *National legislation as it relates to Human Rights: Human Rights Act (1998); Equal Opportunities: Disability Discrimination Act (1995), Sex Discrimination Act 1975 (amended 1986), Race Relations Act (1976) as amended by the Race Relations (Amendment) Act 2000, The Children Act (2004).*
5. Manchester Metropolitan University Policies, Regulations and Procedures - <http://www.mmu.ac.uk/academic/casqe/regulations/docs/policies_regulations.pdf>. You can always find these by clicking on the current students tab or through http://www.mmu.ac.uk/students/
6. Faculty of Education BA (Hons) Primary Education and PGCE Primary Education Definitive Documents;
7. Faculty of Education BA (Hons) Primary Education and PGCE Primary Education Handbooks, including Ethical procedures;
8. Disclosing and Barring Service legislation - http://www2.mmu.ac.uk/dbs/
9. MMU Commitment [**http://www2.mmu.ac.uk/commitment/**](http://www2.mmu.ac.uk/commitment/)

This Code of Professional Conduct reflects the reasonable behaviour expected of a trainee teacher as a professional. Knowledge of, and adherence to, these requirements are part of the responsibilities undertaken by a trainee teacher on the Primary Programmes at Manchester Metropolitan University. This document does not constitute a legal contract, but it does provide evidence of the standards of behaviour and conduct expected of a trainee teacher whilst registered on an Undergraduate or Postgraduate Programme at the Faculty of Education.

**At all times, the health, education, safety and welfare of pupils are the most important factors in any decisions relating to your progression through the Programme.**

Trainee teachers work within a framework of legislation, statutory guidance and school policies which place particular importance on promoting equality of opportunity, challenging stereo-types, opposing prejudice and respecting individuals regardless of age, gender, disability, race, ethnicity, class, religion, marital status or sexual orientation.

The statement above has been framed as a general statement, recognising that it is impossible to specify in precise terms everything that could be considered to be professional misconduct now and in the future.

**Key Requirements**

**During both school and University-based training, professionalism will be demonstrated by:**

1. Respect for others: including children, all school and university staff, staff from other agencies, parents and carers, other trainees, in accordance with MMU and school/ Local Authority policies. These include disciplinary procedures, Equal Opportunity, anti-discriminatory and anti-bullying policies;
2. Maintaining a suitable standard of dress and appearance: as set out in appropriate documentation and required by the school;
3. Appropriate behaviour: towards all children, young people and adults in relation to contacts in formal and informal settings, including use of social networking;
4. Regular attendance: including adherence to the procedures for notifying absence from both school and University training as specified in appropriate documentation;
5. Being absent only in the case of serious illness or family issues, unavoidable medical appointments or interviews.
6. Full engagement with the programme: including, preparing for, and active participation in taught sessions and completion of online evaluations, and engagement with National surveys following completion of programme e.g. Internal Student Survey, NSS and the NQTsurvey.
7. Punctuality: as required by placement schools and by the demands of the programme of lectures, seminars, tutorials etc for each Programme. In placement schools, there is a requirement that trainees adhere to normal school hours; are present at a specified time before the start of the school day and for a specified time at the end of the school day. The mentor will inform trainees of the exact requirements;
8. Recognising that MMU school partnership schools cover the whole of the North West, and being prepared to travel up to 1.5 hours to a school, or accept transport arranged by MMU to schools further afield.
9. Appropriate use of internet facilities: as required by policies of MMU and individual schools;
10. Ability to listen to and act upon feedback and advice: from mentors, class teachers and University tutors; the ability to work in professional teams and recognise that other professionals may have different perspectives.
11. Trainees taking responsibility for their own learning: both in relation to requirements as set out in specific documentation and in taking responsibility for addressing concerns relating to their experience on the Programme by discussing such concerns with appropriate mentors, class teachers and University tutors;
12. Updating information honestly and accurately in relation to Enhanced Disclosure for the Disclosing and Barring Service and Health Declaration on an annual basis, or as soon as a change in circumstance or status requires.

**In school, the additional requirements apply:**

1. Trainees must be aware that requirements as to timekeeping, dress code, use of internet facilities etc will vary from school to school. It is the trainee’s responsibility to ensure that they are fully informed of the school’s expectations via discussions with the school. If trainees are unsure, or unhappy with requests, they should seek advice from their mentors or University tutor.
2. Carrying out activities as required by the Programme: in relation to classroom observation, meeting with and working with teachers and others in the school, planning, teaching and assessment of pupils and other appropriate duties as required by the Programme;
3. Trainees must adhere to the codes of Ethical Conduct in relation to Child Protection. Photographs, videos and other photographic images of children must not be taken. All mobile phones, particularly those which have a photograph facility must be switched off in the classroom and on school premises.
4. Trainees must respect the confidentiality of school resources, staff and students.

**The Manchester Metropolitan University Regulations for Undergraduate and Taught Postgraduate Programmes of Study (**[**http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix\_3\_expulsion\_of\_students.pdf**](http://www.mmu.ac.uk/academic/casqe/regulations/assessment/docs/appendix_3_expulsion_of_students.pdf)**) state that Grounds for determining that a student is professionally unsuitable to remain on a Programme leading to a professional qualification or conferring practitioner status include, but are not limited to:**

1. Failure to meet or comply with the professional requirements related to the Programme;
2. Failure to adhere to the professional standards specified for training purposes;
3. Failure to abide by specified codes of practice;
4. Unsuitability to undertake professional practice or placement;
5. Evidence of professional unsuitability;
6. Acquisition of a status (such as relevant criminal conviction) which renders continuation on the Programme or award inappropriate.

**Consequences of failure to follow the Code of Professional Conduct**

**Action to be taken by the school and University.**

If a trainee fails to follow the Code of Professional Conduct while in school, or if their professional or personal conduct gives rise for concern, the Head Teacher or delegated staff in the school will immediately contact the relevant Faculty of Education tutor or appropriate Programmes Office who will in turn notify the relevant member of staff.

In extreme cases inappropriate behaviour may require the trainee to be suspended from the placement . If this is the case, the school should immediately contact the Placements Office and the trainee should report in person to the relevant Partnership Co-Ordinator. In turn the relevant member of University staff will be notified.

If a trainee fails to follow the Code of Professional Conduct while in university, university staff will contact the student’s personal tutor and cohort leader.

The issues will be investigated and the trainee will be required to attend a formal Review meeting. Appropriate targets will be set and recorded which will be placed in the trainee’s University file. A trainee may also be given an informal or formal warning,

**In the case of a serious breach of the Code of Professional Conduct, the Head of Primary Programmes will, in consultation with the Head of Programmes, invoke the MMU Regulations as above. In these cases, the trainee will be considered by the Professional Suitability Panel.**

**I declare that I acknowledge receipt and acceptance of this Code of Professional Conduct as a trainee teacher on a Programme of Initial Teacher Training at Manchester Metropolitan University.**

**Name Student Number**

**Date Personal Tutor**

**PGCE/BA Primary Programme**

Please sign and return the following page, keeping the above signed copy for your own records.

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**I declare that I acknowledge receipt and acceptance of this Code of Professional Conduct as a trainee teacher on a Programme of Initial Teacher Training at Manchester Metropolitan University.**

**Name (signature) Student Number**

**Date Personal Tutor (signature)**

**PGCE/BA Programme**

**I declare that I have read and understood the MMU Code of Conduct**

**Name (signature) Student Number**

**Date Personal Tutor (signature)**

**PGCE/BA Programme**

**14 University Student Agreement **

An excellent educational experience depends on the close and effective

partnership between the University, its students and the Students’ Union.

This Agreement establishes a series of expectations, standards and responsibilities

for each partner in that joint activity. It should be read in conjunction with the University’s regulations.

The University will ensure that:

* staff are committed to high standards in teaching, support, feedback and the provision of advice and guidance
* staff participate in Continuing Professional Development to improve the quality of learning and teaching
* statements of the time frame for feedback on submitted work are clearly stated in Programme Handbooks
* staff will give reasonable notice of changes to the teaching timetable and will arrange for classes to be re-scheduled or for alternative delivery of the content, or will explain why this is not possible
* student participation in programme management is encouraged and supported by a variety of means including the system of elected student representatives
* it provides extensive and well publicised access to library, information technology, media resources, and to information, advice and guidance from Student Services, including disability support, counselling, financial and careers advisers
* all students receive a Student Handbook with details of assessment criteria, examination arrangements, guidance and support, academic appeals and complaints procedures
* staff treat students and colleagues fairly and professionally, with respect and consideration

Students at the University will commit to:

* attendance at induction events
* participation in timetabled classes, tutorials and assessment activities
* the election and support of programme representatives and participation in a variety of student feedback systems to improve the quality of learning and teaching
* submission of assessed work by stated deadlines
* observance of the regulations and codes of conduct of the University
* treatment of fellow students and all staff of the University fairly, with respect and consideration
* the prompt payment of fees or other charges to the University

The Students’ Union commits to enhance the educational and social development and general wellbeing of students within the University and the wider community by:

* representing student issues across the University and the local region
* supporting student participation in quality management at all levels of the University
* fighting discrimination and promoting equal opportunities by providing a safe space and running awareness campaigns
* assisting students to overcome welfare problems
* ensuring that its members are not disadvantaged whilst enrolled at the University as a result of personal circumstances or ignorance of their rights
* aiding professional development
* enriching athletic and social activities