**Partnership Action Plan 2013-14**

*(derived from Partnership self-evaluation processes 2012-13)*

**January 2014 Update**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus Area | Action Required | Success Criteria | Lead | Current status January 2014 |
| Mentor Training and Impact | * Mentor training resources to be updated to reflect yearly priorities.
* Good practice to be gathered from across the Partnership’s mentors and to be shared via the website to support mentor development beyond their training
* The impact of mentoring to be added to all SBT related evaluations and completed by both trainees and school mentors to ensure all perspectives are gathered.
* Mentor Training databases should reflect an increasing number of trained mentors across the Partnership
 | * All mentor training resources will be relevant, current and placed on the Faculty website to enable all mentors to access and review their practice.
* Primary and Secondary mentors will have access to a range of supporting resources related to each of the main tasks associated with their role.
* Evaluations will reflect that mentors are confident in their ability to carry out their role effectively and this is matched by positive trainee evaluations of their mentors.
* Mentor Training databases are up to date and can be used to track and address those in need of training
 | VBKM/ESVBKM/ESVBKM/ESVBKM/ESPE/JR |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus Area | Action Required | Success Criteria | Lead | Current statusJan 2014 |
| School Direct Strategy and Impact | * A strategy will be agreed and shared across all areas of the Partnership and Programme outlining the Faculty’s position in relation to School Direct and in relation to SCITT engagement.
* All staff with Partnership hours to receive half termly updates on SD and SCITT to ensure that all out-going messages are consistent and coherent.
* Early monitoring of the impact of SD interviews will be carried out to provide data on numbers recruited and to allow forward planning of placements for the core.
* Staffing is a priority and the increasing demand for Partnership activity will be reflected in workload meetings and final timetables.
 | * All Partnership and Programme staff are clear on where the faculty stands in relation to its engagement with SD and SCITT and all will feel confident in relaying these messages to others.
* Meetings will have been scheduled and staff attendance will be high resulting in greater confidence in those engaging with Partnership work in relation to their work across the Partnership.
* Innovative placement patterns are created and built into placement models to ensure there are sufficient core placements identified.
* Partnership related workload will be carried out effectively with good staff engagement in these roles.
 | DeanVBVBKM/ESKM/ESJB/CR/YSIB/VBJR/MF |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus Area | Action Required | Success Criteria | Lead | Current status Jan 2014 |
| Placement/SBT Models and Impact | * Programme/Partnership teams to meet and consider multiple placement models considering benefits of different models and risks associated with not evolving new models.
* School Colleagues at PPSG and SPSG to be involved in design of these new models.
* Programme teams to be provided with outlines of new models for consideration and input.
* New models to be agreed and in place for the start of the 2014-15 placement period.
* Review points agreed in advance of new models so that impact of new models can be considered during their initial year.
 | * Programme and Partnership teams contribute effectively to the process and identify workable new models.
* Schools are able to identify and eliminate issues from a school perspective and are confident that the new models will be effective.
* Programme teams contribute effectively to the process and embed their subject/age-phase knowledge into the new models.
* Supporting documentation is produced in a timely manner to support the introduction of new models.
* Reviews occur within programme teams and within school supported meetings and feedback is acted upon.
 | KM/ESCR/JBYSKM/ESProgTeamsCohortTeamsAsAboveAs Above |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus Area | Action Required | Success Criteria | Lead |  |
| Quality Assurance of Schools/Alliances + Evaluations and their Impact | * Quality Assurance procedures are reviewed to ensure that they remain fit for purpose as we move to more alliance based working and documents are adapted in line with findings of the review.
* Quality Assurance is carried out effectively providing information on the strengths and weaknesses of the Partnership and these become action points for the programme/partnership teams.
* Impact of action taken as a result of QA/Evaluations is identified and recorded to ensure that there is a measurable impact and that QA is a valuable process.
 | * All Evaluations and Quality Assurance documents are valid and fit for purpose, providing meaningful data.
* The database reflects schools status and is used as a key piece of evidence used in selecting schools for placement and identifying schools requiring additional support and development.
* Clear evidence will be produced that confirms the positive impact arising from QA and evaluation procedures in both Primary and Secondary sectors.
 | KM/ESBI/LMKM/ESPTs |  |