



St Mary's
University
Twickenham
London

School of Education

Partnership Agreement 2023 - 2024

Assessment Only QTS

All mentors need to ensure compliance with appropriate DfE frameworks

In 2019 the DfE produced two significant frameworks. These frameworks aim to have a substantial impact on the support provided for the early professional development of teachers from training to their first two years in post.

1. [Initial Teacher Training Core Content Framework \(ITTCCF\)](#)

This defines the *minimum* entitlement of all trainees and sets out the content that ITT providers and their partners must draw upon when designing and delivering programmes.

2. [Early Career Framework \(ECF\)](#)

This defines the minimum content that teachers in their *first two years* are entitled to learn about and learn how to do with funded, high quality, professional development support.

Both frameworks establish an entitlement to a 3-year or more structured package of support for all new teachers at the start of their careers. The ambition is that with this support, teachers stay for longer and thrive in the profession. This should be viewed alongside the Government's [Recruitment and Retention Strategy](#) (2016, updated 2019).

The frameworks have been devised using current research evidence reviewed and endorsed by the Education Endowment Foundation (EEF) alongside guidance from an Expert Advisory group and other sector representatives. The frameworks will be kept under review as the evidence base develops over time and adaptations made accordingly.

For more information on both of these frameworks please visit the Partnership Portal (see page 3).

St Mary's Partnerships

Partnership Office

For enquiries please email ao@stmarys.ac.uk

Access to documentation on the Partnership Portal

Copies of all St Mary's University Partnership documents are available on the Portal:

<http://partnerships.stmarys.ac.uk>



St Mary's University ITE Curriculum Vision

St Mary's ITE curriculum serves to prepare the next generation of Early Career Teachers who are expert in evidence-based disciplinary and phase-specific pedagogical practice; who effectively manage the demands of the profession and exemplify the highest standards of professional conduct and embody the University's values of inclusiveness, excellence, respect and generosity of spirit.

Being educated to teach at St Mary's University will ensure trainee teachers are confident subject and phase specific practitioners in the pedagogy of behaviour for learning, planning for learning, assessment and adaptive teaching, with a deep understanding of the relationship between educational theory and practice.

St Mary's University has a proud legacy of teacher training, and we are at the forefront of educating the next generation of teachers.



1. Introduction

This document sets out the agreed commitment between our partnership schools and St Mary's University to undertake the Assessment Only QTS programme.

Partnership in initial teacher education implies collective responsibility for all aspects of the programme; all partners are committed to the selection and final assessment of trainees. The partnership works to provide the best possible professional outcome for trainee teachers to ensure they reach their full potential. Central to this is the shared understanding of taught courses, mentoring and coaching.

Purpose of the Agreement

The agreement has been designed so that the Partnership fulfils the [Department for Education \(DfE\) AO Criteria](#). Accreditation of the programme lies with St Mary's University with all other matters being shared. All Quality Assurance (QA) requirements of St Mary's University are fully met in line with the St Mary's University Programme Specifications.

2. Statement of Values

Four core values define St Mary's and underpin all we do as a University. They are:

- **Inclusiveness**
We celebrate differences, recognising that everyone is born with a unique identity. St Mary's is a place where students and staff can reach their full potential and make a positive contribution to society.
- **Generosity of Spirit**
Our generosity of spirit sets us apart. It can be seen in the encouragement, collegiality, empathy, helpfulness and service to be found across the University.
- **Respect**
We respect everybody. We treat everyone as we ourselves would want to be treated.
- **Excellence**
We strive to be the best at everything we do. We seek professionalism through setting high standards and continuous improvement in all our practices and work.

The Partnership believes that the purpose of teacher education is to equip teachers with the relevant knowledge, understanding, skills, attitudes and behaviours so that, through their teaching, they meet the academic, cognitive, physical, emotional, spiritual, moral, social and aesthetic needs of the pupils and trainees in schools.

The Partnership is deeply committed to developing critically reflective practitioners who are committed to their own continual professional learning. In order to develop as effective teachers, it is essential that trainees have opportunities both to practise their classroom skills and to reflect on and develop their practice with the support of high-quality training, coaching and mentoring.

The Partnership is fully committed to training high quality teachers capable of rapid professional advancement through to leadership roles.

The Partnership will actively promote fundamental British values through its work with trainee teachers. These values are embedded in democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and belief, and none.

3. Equal Opportunities

The Partnership is committed to equal opportunity for all individuals regardless of race, culture, religion, age, gender, disability or sexual orientation as set out in the Equality Act (2010). From the point of recruitment to completion of study, all trainees receive individualised support and guidance to ensure opportunities for success are maximised. These include access to trained staff in Safer Recruitment, Equality and Diversity and Unconscious Bias; regular personal tutorials; student services including Disability and Dyslexia, provision of learning support forms; access to DSA funding where relevant; liaison with Subject Leads to establish reasonable adjustments in readiness for school placements, and financial assistance services.

4. Funding

The fee for the AO course is £2,500 and this will be made by the school and/or candidate before the award of QTS.

5. The Strategic Partnership Board (SPB)

This group will meet termly, with an agenda based on schools and St Mary's needs and a strong focus on the quality assurance of the Partnership. The meeting will be held 'virtually' with the recorded link distributed to all PCMs to view.

Any School manager or Professional Coordinating Mentor (PCM) can be a member of the SPB and we welcome active participants for the group.

6. Partnership Responsibilities

By consenting to the Partnership Agreement, the school and St Mary's University agree to form a Partnership and commit the institutions to:

- ensuring compliance with the DfE ITT Requirements; and
- ensuring that St Mary's University Programme Specifications for the award of Qualified Teacher Status are met.

As the Accredited Provider, St Mary's University will be the lead partner for communication with DfE regarding the award of Qualified Teacher Status.

Course Structure

Applicants are accepted onto the assessment only route after an initial assessment to assess whether they are likely to be able to demonstrate that they are meeting all of the Teachers' Standards. The assessment only route is intended for very experienced graduate teachers without QTS who can demonstrate meeting all of the Teachers' Standards without the need for further training. Therefore, the whole process for an applicant should typically be completed in no longer than 3 calendar months from their registered start date. Where an applicant

fails to meet a provider's reasonable expectation of providing evidence for assessment within the 3-month period, or where assessment determines that the applicant does not fully meet the Teachers' Standards, the applicant should be deemed to have failed the route.

7. Quality Assurance

Selection of Candidates

Partnership schools will recommend a member of staff as candidate for interview for the AO route. They will then be interviewed by two members of the St Mary's ITE team who will use the criteria stated in the application to assess their suitability.

Monitoring of Trainees

The quality assurance role of the Link Tutor from St Mary's University is to monitor progress and ensure accuracy of judgements made concerning trainees professional development requirements. This will be implemented through a series of Monitoring and Quality Assurance visits and review of SMART targets. Where necessary, and in consultation with the mentor, additional support plans (ASPs) will be put in place to offer targeted intervention; Regular opportunities for feedback and self-evaluation will be provided throughout the academic year and used to inform improvement planning by the University. Mentors and Link Tutors will be invited to provide evaluative feedback at the end of the process to inform necessary amendments to the quality assurance provision.

Moderation of mentors' judgements of trainees' progress will be the responsibility of the Programme Lead in consultation with the Head of Partnership. Further detail can be found in Section 10. Mentors are offered training and details of CPD using the [Mentor Zone](#) on the Partnership Portal.

St Mary's will provide visits from External Examiners who will operate under the regulations of St Mary's University. The External Examiner will support and quality assure the assessment of candidates against the Standards for the award of Qualified Teacher Status (QTS).

8. Partnership Staffing

The Partnership will ensure that schools provide appropriate experienced staff for mentoring and the Partnership will ensure appropriate training for such Mentors. All Mentors **MUST** have undertaken designated mentor training modules and will undertake a joint lesson observations with the Link Tutor as part of their training.

9. Mentor Training

Many school-based staff have significant experience of working as a Subject Mentor and/or PCM. The current partnership has a wealth of expertise in providing effective training for such staff. Mentor training is available throughout the academic year, and can be accessed live on line or in recorded sessions. All information is on the Mentor Zone of the portal.

PCMs will ensure that there is access to school-based training activities for trainees, support and training for Mentors, and will provide guidance in the assessment of trainees. Please see the Partnership Portal (Mentor Zone) for more information.

10. Assessment

For all trainees, judgements and decisions relating to progress and attainment will be the responsibility of the Mentor working with the University M&QA Link Tutor and will be reported to the DfE for recommendation for QTS.

Moderation

Candidate assessments against the Teachers' Standards will be moderated at subject level (where appropriate), within programme, across programmes and between phases. The Head of Partnership, with respective Programme Leads, will lead the moderation exercise.

11. Safeguarding

St Mary's University will seek assurance from the employing school that they have undertaken an enhanced DBS check of all trainees which includes a check of the children's barred list. The outcome of this check will be formally notified to St Mary's.

St Mary's will record this evidence on their single central record (DfE [Keeping Children Safe in Education](#), September 2023).

Students who have lived or worked outside of the UK will have undergone a [criminal record check for overseas applicants](#).

If St Mary's University removes a trainee from a programme because that trainee has harmed or poses a risk of harm to children, a report will be sent to the relevant authority.

There are some convictions, offences, cautions and warnings that would not pose a barrier to a trainee joining a programme of ITT. Cases where disclosures are made will be considered by the Head of Admissions and the Registrar and where necessary, the Programme Lead and the Director of the Institute of Education. These will then be anonymised and discussed with strategic partners to ensure transparency.

It is the responsibility of the trainee to inform St Mary's University if there are any changes to the content of a DBS. Failure to do so could result in termination of programme.

St Mary's full Safeguarding Policy for ITT can be found on the Partnership Portal <http://partnerships.stmarys.ac.uk>

12. Withdrawal from the Agreement

Following joint consultation, either the school or university may withdraw from this agreement if there is evidence of a change in circumstances which would affect the quality of the training experience provided.

13. De-selection

The Head of Education Partnerships and Head of ITE may de-select schools after consultation with M&QA Link Tutors and the PCM in any Partnership School, if there is evidence of an inability to meet the quality assurance demands set out in Appendix 1 of this Partnership Agreement. This would be relayed to the PCM in writing.

Appendix 1: Roles and commitments

The University will:

1. provide a Subject Lead and M&QA Link Tutor to ensure the fulfilment of the responsibilities of the University, which are specified here;
2. be responsible for all administrative matters related to course accreditation, inspection, assessment and examination procedures and quality assurance;
3. work with all schools to manage and co-ordinate the course;
4. provide training opportunities for all staff across centre based and placement based training;
5. consult with placement based partners, including the Strategic Partnership Board, to design a connected and cohesive ITT curriculum;
6. audit each trainee's subject knowledge and make arrangements for trainees to be assessed against all the required Teachers' Standards by the end of the course;
7. provide personal guidance and support for trainees through academic staff tutorials and access to expert counselling, if required, through Student Services and/or the Students Union;
8. ensure that all procedures are carried out for the final assessment of trainees for the award of Qualified Teacher Status, and for the completion of an ECT transition document;
9. closely monitor trainees work life balance to protect the trainee's well-being and mental health and address unnecessary workload demands as a consequence of the teacher training programme.

The Partnership School will:

1. ensure that all trainees are provided with clear guidance in respect of the safeguarding of children with special reference to [Keeping Children Safe in Education](#) (DfE, September 2023);
2. provide trainees with training in awareness of their legal status in school and of e-safety procedures;
3. ensure that trainees undertake enhanced DBS clearance and provide partners with confirmation that the relevant safeguarding checks have been completed and students are permitted to train to teach;
4. ensure that trainees undertake a 'Fitness to Teach' assessment;
5. provide trainees with school policies on safeguarding, child protection, code of conduct and any other relevant documentation relating to protecting the welfare of pupils;
6. provide a senior and experienced member of staff, taking leadership of ITT, to fulfil the role of the Professional Co-ordinating Mentor (PCM) and make appropriate provision for them to carry out these responsibilities;
7. ensure that the PCM is fully aware of their duties when supporting trainees in their school, including those set out by the Education Regulations (2003) & (2012), [Equality Act](#) (2010), [Data Protection Act](#) (2018), [Freedom of Information Act](#) (2000) and [Prevent](#) (2021);
8. provide mentors who have the appropriate knowledge and understanding, the pedagogical skills, and the interpersonal qualities, willingness and time to support trainees in developing the assessed standards;
9. ensure that all mentor receive appropriate training and support to fulfil their role;
10. provide appropriate training and support for trainees including a guaranteed weekly training meeting between mentor and trainee, the outcome of which is recorded on Abyasa. It is anticipated that this will normally run for 50-60 minutes;
11. include trainees in the school's wider professional development programme;
12. participate in the assessment of trainees and course evaluation and monitoring procedures;
13. keep the Link Tutor and/or the Partnership office informed of any developments in school that might adversely affect the quality of the trainee experience in school;
14. closely monitor trainee's work life balance and well-being and challenge unnecessary workload demands and advise the M&QA Link Tutor where concerns may arise.

The Professional Co-ordinating Mentor (PCM) will:

1. act as the first point of contact with the Partnership Office in co-ordinating all aspects of school based assessment;
2. have responsibility for moderating and quality assuring all aspects of training and assessment within their own school e.g. by monitoring the provision of weekly subject training sessions and the observation of trainee teachers' lessons to moderate mentor judgements of trainees' progress;
3. co-ordinate the on-going development and quality of all ITT mentoring within the school;
4. manage the school-based aspects of any Additional Support Plan (ASP) for a trainee or any issues of concern for a trainee, ensuring that all involved (trainee, mentor university M&QA Link Tutor) are informed, in good time, of the concerns, targets, time-frame and outcomes agreed;
5. closely monitor trainees' work life balance and well-being and mental health and challenge unnecessary workload demands and report concerns to the Link Tutor and/or Subject Lead for Education Partnerships, as appropriate.

The Mentor will:

1. work closely with the PCM and Link Tutor to ensure the quality, coherence, consistency and appropriateness of the school-based training provided;
2. plan a timetable that meets the needs of the trainee as appropriate;
3. ensure that the timetable includes a designated time-slot for the **Weekly Training Meeting** where progress against the Teachers' Standards is discussed and appropriate targets are set on Abyasa. The trainee will bring evidence against the standards to these training meetings and record the discussion for the mentor to agree and confirm;
4. receive and approve the trainee teacher's lesson plans in good time and provide appropriate feedback in time for the trainee to make agreed amendments;
5. ensure that the trainee is formally observed **once** a week during School Experience and is provided with written feedback in relation to the Teachers' Standards, using the **Lesson feedback record form** provided;
6. jointly observe with the university M&QA Link Tutor and/or PCM as appropriate as part of their assessment (agreed in advance);
7. complete the trainee Assessment Profile by the due date, with the trainee and possibly the university M&QA Link Tutor and/or PCM;
8. complete a short evaluation of the school based training to support ongoing improvements within the Partnership.
9. closely monitor and respond to trainee's work life balance and well-being and mental health and challenge unnecessary workload demands and advise the PCM and Link Tutor where concerns may arise.

The University M&QA Link Tutor will:

1. engage in appropriate training as set out by the Partnership Office;
2. support the placement based training and development needs of the mentor and PCM;
3. complete an initial training meeting (in person, where possible) at the start of the programme to confirm the school's readiness to support the trainee's professional development and to reiterate the expectations concerning the trainee assessment, including the use of Abyasa;
4. to carry out two QA checks (at least one in person) and to monitor trainee progress and well-being (one QA visit for BAITT year 1);
5. support the training and development needs of the trainee through joint observation with mentor where required;

6. continually quality assure the training provision the trainee is receiving to ensure the Partnership Agreement is adhered to;
7. complete an M&QA report on their visit and share via Abyasa;
8. complete an evaluation of the programme to support ongoing improvements within the Partnership;
9. closely monitor and respond to trainee's work life balance and well-being and mental health and challenge unnecessary workload demands and advise the Subject Lead, Head of Education Partnerships and Head of ITE where concerns may arise.