



St Mary's
University
Twickenham
London

School of Education

Partnership Agreement 2023 - 2024

Secondary School Direct Salaried

All PCMs need 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 all teachers from training to their first two years in post.

1. Initial Teacher Training Core Content Framework (ITCCF)

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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/843676/Initial_teacher_training_core_content_framework.pdf

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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/913646/Early-Career_Framework.pdf

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.

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Glossary

CPD Continuing Professional Development

DBS Disclosure and Barring Service

DfE Department for Education

ITE Initial Teacher Education

PGCE Postgraduate Certificate in Education

QAA Quality Assurance Agency for Higher Education

QTS Qualified Teacher Status

SD School Direct

SD Lead School the school which has been allocated SD places by the DfE

SD Host School the schools linked with the SD Lead School where student teachers undertake school-based experiences (the SD Lead School itself may also be a SD Host School)

SD Tuition Fee School Direct Training Programme (Tuition fee) route

SD Salaried School Direct Training Programme (Salaried) route

Links to other important documentation / weblinks:

School Direct: guidance for lead schools:

<https://www.gov.uk/guidance/school-direct-guidance-for-lead-schools>

School Direct: recruitment and marketing guide

<https://www.gov.uk/guidance/school-direct-recruitment-and-marketing-guide>

Initial teacher training criteria:

<https://www.gov.uk/government/publications/initial-teacher-training-criteria>

1. Purpose of the Agreement

This document summarises the requirements, structures and framework for the delivery and assessment of the Secondary School Direct Salaried (SDS) programmes by SD Lead Schools in partnership with the Institute of Education at St Mary's University. This route results in the recommendation for the award of QTS only (subsequently referred to as SD Salaried).

This document sets out the agreed commitment between The Alliance and St Mary's University to a School Direct Salaried with QTS Initial Teacher Training Partnership in the academic year 2023 - 2024.

Nomenclature

For the purposes of this agreement the nomenclature is as follows:

Alliance refers to the School Direct alliance lead school.

Alliance school refers to all other schools within the School Direct alliance.

Accrediting Provider refers to St Mary's University.

The Partnership refers to the all parties as mentioned above.

SD Lead Schools are lead schools of a group or alliance of schools which have been allocated SD ITE student number places by the DfE. Additionally, they may also be schools which have requested SD self-funded places directly with St Mary's. Other schools within their group or alliance are referred to as SD Host Schools. SD Host Schools are the schools where students will gain some or all of their teaching experience during the SD programme. Students may also undertake teaching experience within the SD Lead School itself.

2. Identification of School Direct schools

The University establishes School Direct agreements with Lead schools, and the University only approves inclusion where the Lead school and Host schools:

- are existing ITE partnership schools of St Mary's; or
- meet St Mary's normal criteria for the selection of schools to join the St Mary's Secondary ITE partnership.

3. School Direct Partnership Agreement

The School Direct Partnership Agreement will be signed by St Mary's and the SD Lead School, which summarises the overall roles and responsibilities and the principles underpinning the School Direct Partnership. It is the responsibility of the Lead School to establish partnership agreements between themselves and host schools.

The signatories to the relevant School Direct Partnership Agreement will be the Headteacher or nominee of the SD Lead School, and HoD Partnerships St Mary's. The Partnership Agreement will be in place for one year and is renewable on an annual basis.

By signing this document the Alliance lead school and St Mary's University agree to form the SDS QTS only Partnership and commit the institutions to:

(a) ensuring compliance with the DfE ITT Requirements, please see Appendix B.

(b) ensuring that St Mary's regulations for the award of Qualified Teacher Status are met.

The lead school of the alliance will be partner for communication with the DfE in relation to the SDS QTS only partnership allocations and recruitment. As the Accredited Provider St Mary's will be the lead partner for communications regarding Qualified Teacher Status.

The alliance lead school will be responsible for naming both school placements for each trainee and support of the mentors who will work with each trainee in each school placement. The alliance lead school will also make a payment from the funding it receives for both school placements in negotiation with the alliance schools.

4. 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 practice 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 beliefs, and none.

5. Equal Opportunities

The Partnership is committed to equal opportunity for all individuals regardless of race, culture, religion, age, gender or disability and sexual orientation. St Mary's University has the responsibility to ensure that all trainees have the health and physical capacity to teach, as set out in the [DfE ITT criteria](#).

6. Recruitment and selection of student teachers

The recruitment and selection of student teachers is undertaken jointly by St Mary's and the SD Lead School. All School Direct student teachers must meet the entry criteria for ITE programmes (refer to the DfE's Initial Teacher Training Criteria).

In summary, the roles and responsibilities relating to the recruitment and selection are as follows:

- The SD Lead School, with support from St Mary's, will hold responsibility for the marketing and promotion of its School Direct allocations.
- The SD Lead School will liaise with St Mary's regarding its proposed marketing and promotional materials.

- St Mary's will support the admissions and selection process and will liaise with the SD Lead School to ensure a smooth and effective admissions and selection process which aims to recruit high calibre student teachers, promote equality of opportunity and meet the SD Lead School's SD allocations.
- Normally, the SD Lead School and St Mary's will jointly undertake the recruitment and selection of the student teacher. Both parties reserve the right to reject an applicant.

For the SD Salaried route, the SD Host School will:

- carry out the student teacher's Disclosure and Barring Service (DBS), Prohibition Order, Childcare Disqualification and Occupational Health check; (and provide written confirmation to St Mary's that this has been undertaken).

For the SD Salaried route, the SD Lead School will:

- maintain and manage management information and data systems to meet DFE / Ofsted requirements.

The SD Lead School will also make suitable arrangements for those student teachers with disabilities or needs as detailed by the Equality Act (2010)

7. Student teacher support

As with all ITE programmes offered by St Mary's Secondary Partnership, SD Lead and Host schools must follow the requirements for student teacher support, tracking and grading against the Teachers' Standards.

For Salaried students, the SD Lead School, in negotiation with their host schools are responsible for devising a training schedule to support their students in exceeding the minimum expectations as outlined in the Teachers' Standards.

St Mary's University supplements the school-based training and provision with additional taught input at the university.

To ensure that all student teachers completing the SD Tuition and SD Salaried programmes are appropriately supported, St Mary's will:

- Manage the quality assurance of the SD programmes, including:
 - securing high quality provision through programme review and evaluation;
 - managing Ofsted ITE inspection processes across the partnership;
 - carrying out internal and external moderation;
 - administering examination boards and processing awards;
 - managing the processes of award validation and external examination/assessment in line with the University and QA expectations
- Appoint suitable subject experts as tutors to the SDS programme.
- Provide taught sessions, lectures, workshops and tutorial support in areas relating to the key components of the programme.
- Provide the student teacher with access to learning resources, specialist libraries, journals and online materials.
- Undertake:
 - joint moderation and assessment of the student teacher;
 - management of internal and external rigorous and robust quality assurance mechanisms;
 - final assessment and moderation of the student teacher against the Teachers' Standards (DfE, 2012) ensuring accuracy and consistency of assessments.

8. In-school training and provision by SD Lead Schools & Host Schools

NB The SD Salaried trainee must be a supernumerary member of staff, and will not be solely responsible for a class.

For Salaried students, each school is required to set up a programme of regular training. In some School Direct alliances this may be delegated to the Lead School, but should be monitored by individual schools. Training during the sessions should be led by the appropriate colleagues and should support the students' professional confidence and competence against the Teachers' Standards.

It is an expectation of the St Mary's University partnership that schools devise a programme of school-based professional development opportunities to enable student teachers to meet all the Teachers' Standards across the age range of training, and that time within student teachers' timetable is ring-fenced for this school-based training to occur. The training will include the training days led by St Mary's but should include a range of other activities such as:

- Professional development sessions led by the school and others
- Training days
- School INSET days
- Mentor meetings
- Observations of other teachers
- Other courses provided by the school, the local federation or cluster of schools, the local authority etc.

It is essential that each student is given a timetable which reflects his/her status as a new professional who is just starting out on their career. The timetable should start with a low loading and build up during the course of the year. Student teachers with considerable teaching experience can have teaching loads higher than those indicated below, but care must be taken to ensure that teaching loads are always appropriate for the student teacher's stage of development. Student teachers' timetables must always allow time for regular mentor meetings, collaborative working and observations of others.

St Mary's expect all student teachers to be given experience of working with and observing more experienced colleagues in their host school and, where relevant, in other schools. Student teachers also benefit from team-teaching where the student teacher is asked to lead one particular section of the lesson with the teacher delivering the remainder.

The following table is a guide to the sort of balance and progression that we would expect to see for student teachers without considerable previous experience during the year. However, we would also expect the timetable and the balance of activities to reflect the progress of the student teacher; some may well make faster or slower progress than others. Student teachers must never be asked to teach more than 80% of the loading of a normal classroom teacher.

Novice – little or no verifiable evidence of working in an appropriate school setting:

Term one

Up to 40% of normal contact time as whole class teaching. Other 60% group work, observation, training and meetings.

Term two

50-60% of contact time as whole class teaching. Remainder as group work, observation, training and meetings.

Term three

80% of contact time as whole class teaching. Remainder as group work, observation, training and meetings.

Limited evidence – at least one year as LSA, Learning Mentor, etc. Some experience of whole class teaching. Some verifiable evidence of achievement against the standards for QTS.

Term one

50% to 80% of contact time as whole class teaching. Remainder: group work, observation, training and meetings.

Term two

50% to 80% of contact time as whole class teaching. Remainder: group work, observation, training and meetings.

Term three

80% of contact time as whole class teaching.

Very experienced – an experienced class teacher (at least one year as a class teacher). Substantial verifiable evidence of meeting the QTS standards:

Term one

80% of contact time as whole class teaching. Remainder: group work, observation, training and meetings.

Term two

80% of contact time as whole class teaching. Remainder: group work, observation, training and meetings.

Term three

80% of contact time whole class teaching.

At no time during this SD training period should the trainee be teaching more than is required by an ECT.

9. Delivery and assessment of the School Direct programme

The Salaried route is an employment-based route which leads to the recommendation of the award of QTS – **there is no academic award (PGCE) associated with the pathway**. In this route:

- Recruitment and selection processes are shared.
- All school-based experiences/placements are arranged and managed by the SD Lead School (it is the expectation that all placements will be in the SD Lead School or one of its SD Host Schools).
- For the period of training all student teachers must be employed as unqualified teachers at a school, and (except student teachers employed in academies or independent schools) must be paid in accordance with at least point one on the unqualified teachers' pay scale for the period of their training.
- It is expected that the percentage of teaching time for a student teacher will be reviewed regularly and increase over the year in relation to their developing confidence and competence. Refer to section 6 within this booklet for further guidance.
- St Mary's University in its quality assurance role and in liaison with the lead school, is responsible for deciding whether a student teacher's percentage of teaching time is appropriate and whether it can accommodate sufficient time for training. By the end of the course, the student teacher should have a timetable of no more than 80% contact time for the days that they are in school.
- The SD Lead School will be responsible for the organisation of the student teacher's second School Experience. It must provide the opportunity for student teachers to teach in two contrasting schools: the main school experience/placement school and a second school. The timing and duration of the placement must be a minimum of 6 weeks and made with the agreement of St Mary's, and coincide with the published timetable. The SD Lead School will provide details of the home school experiences and the

proposed schools where remaining school experiences will be undertaken prior to the start of the SD programme. This information will be reviewed by St Mary's.

- The school experience must include induction, observation of outstanding practice, peer and collaborative teaching, experience in appropriate key stages and subject expertise; teaching in respective key stages and subjects; training in the national priorities; assessment and reporting opportunities; PPA time; wider and cooperate life of the school; preparation for the ECT year; training in the professional and personal requirements of a teacher.
- The SD Lead School will monitor and student absence and should any concerns arise alert St Mary's.
- Students will be supported by a mentor, allocated by the SD Host School, for the duration of their main school-based training and for their contrasting school placement. All mentors must undertake mentor training delivered by St Mary's, although this may be enhanced by additional mentor training provided by the SD School.
- St Mary's will provide a dedicated Link Tutor for the trainee who will follow them to their away placement.
- Assessment of student teachers' attainment of the Standards for QTS will be undertaken jointly by the school and St Mary's Link Tutor.

NB In the case where a student teacher fails to meet the Teachers' Standards or makes insufficient progress, the employing school may wish to terminate its contract with the student teacher. It is recommended that this clause be written into the contract of employment and the student teacher made aware of this scenario before beginning their training year. Please note – this course of action should only be a last resort. If schools do have concerns that the student teacher might not reach the standard required fit is important that prompt action is taken to support the student address any concerns.

10. Criteria for deselecting a School Direct Lead or Host school

Where there are perceived deficiencies in the level of support provided by the SD Lead School or Host School, we would want to address the problem, through additional visits to the school by a senior member of the Partnership team or through discussion with the head teacher. Exceptionally it may be necessary to withdraw from a partnership arrangement. Typically, these perceived deficiencies could include;

- Persistent non-compliance with the requirement of the School Direct Partnership Agreement;
- Persistent non-compliance with course requirements such as sufficient opportunity to teach or the protection of non-teaching time;
- Persistent evidence that observation or feedback has not been provided;
- If tutors or student teachers' evaluations persistently reflect concerns over the provision being offered by the school/college.

11. Management and Quality Assurance

The St Mary's HoD Partnerships has responsibility for the day-to-day management of the SD arrangements and student teachers following SD Salaried programme. This includes supporting SD Lead and Host Schools and monitoring standards.

Trainee representatives from the School Direct Salaried route provide on-going feedback.

12. Examination/Assessment Boards

Recommendations for the award of QTS only will occur within the PGCE examination board held in early July; there is no academic award associated with the Salaried route and they do not go through a graduation ceremony.

13. External Examiners

St Mary's is responsible for the appointment of an external examiner for the Salaried route to oversee and moderate the assessment of student teachers.

14. Tracking

The progress of all student teachers following the Salaried route is tracked by the SD Salaried Lead, drawing on the processes established for mainstream ITE programmes.

15. Annual monitoring and evaluation

Existing and well-established monitoring processes for the St Mary's mainstream provision are mirrored for the purpose of the School Direct programme, drawing explicitly on SD Lead School data and information. Specifically:

- Link Tutor reports on the quality of support provided by partnership schools include a specific section inviting comment on, where relevant, the quality of the SD programme support;
- All SD student teachers are invited to complete placement evaluations at the end of each school experience in the same way as student teachers following mainstream ITE routes: these evaluation forms flag the fact that the student teacher is following a School Direct programme in order to enable specific analysis of student teachers' SD experiences;
- Similarly, SD student teachers complete end of course evaluations which mirror those completed by mainstream PGCE student teachers;
- The evaluation of the SD Training programme informs any associated improvement plans which, in turn, inform the annual Self Evaluation Document for ITE and the Partnership Improvement and Development Plan.

16. Ofsted

St Mary's is responsible for the managing any Ofsted inspection of SD provision.

17. Funding

Trainees should not pay fees to cover the cost of the QTS award as they are not eligible for a training bursary or student loan.

Lead schools will be charged St Mary's University fees for QTS only programmes. St Mary's have set a fee charge of £3,500 for the recommendation of QTS for this academic year. The remaining salary and training grant is to be used at the discretion of the Lead School for the administration and training required for the two school placements. Please see Appendix C.

School Direct Salaried Partnership Agreement 2023-24

Appendix A: Roles and commitments

The University will:

1. ensure the fulfilment of the responsibilities of the University, which are specified here;
2. participate in all matters related to publicity and admissions procedures for the course;
3. handle all administrative matters related to course accreditation, inspection, assessment and examination procedures and quality assurance;
4. work with the Lead School to manage and co-ordinate the course;
5. provide training at suitable times for all alliance staff involved in delivering the course;
6. provide 12 days of lectures for trainees covering core and foundation subjects, and professional studies;
7. make arrangements for trainees to reach all the required Standards by the end of the course;
8. provide personal guidance and support for trainees through access to a personal academic tutor, and counselling, if required. This support may extend to Student Services and/or the Students Union;
9. provide trainees with basic training in awareness of their legal status in school and of e-safety procedures in schools and subject classrooms;
10. in conjunction with the Lead School monitor the alliance schools' contribution to training, offering extra support where required to ensure that training provided is of a high standard;
11. ensure that all procedures are carried out for the final assessment of trainees for the recommendation of Qualified Teacher Status, and for the completion of an Early Career Teacher transition document.
12. organise internal and external moderation procedures, and in collaboration with the Lead School investigate quality issues raised through such moderation.

The University Link Tutor will:

1. provide school-based staff with relevant subject and course documentation;
2. provide trainees and school-based staff with communications from University;
3. visit trainees on at least three occasions during the year to observe, support and carry out a QA check of the placement;
4. discuss trainee progress in relation to the Teacher Standards for QTS.

The Lead School will:

1. ensure that all trainees are provided with clear guidance in respect of the safeguarding of children;
2. provide a senior and experienced member of staff, taking leadership of ITT, to fulfil the role of the Lead School Manager (Professional Co-ordinating Mentor / PCM) and make appropriate provision for all school placements;
3. ensure that all staff receive appropriate on-going training and support to fulfil their roles in ITT;
4. ensure that staff training encompasses equal opportunity legislation as it applies to their roles in ITT;
5. provide outstanding mentors who have the appropriate subject knowledge and understanding, the pedagogical skills, and the interpersonal qualities, willingness and time to support trainees;
6. aim to ensure that trainees are placed in diverse settings;
7. audit each trainee's subject knowledge, understanding and skills;
8. collate information on trainees' academic background, initial audit and interim and final assessments, and facilitate discussion of these between the Lead School, the alliance schools and the university;
9. ensure that trainees undertake DBS clearance;
10. ensure that trainees undertake a 'Fitness to Teach' assessment.

The Alliance School will:

1. act as the first point of contact with the Lead School managers and administration in co-ordinating all aspects of the training and assessment of the ITT programme;
2. provide a programme of induction to the school and training in whole-school issues;
3. provide induction into class procedures, data (e.g. target grades for school pupils), resources and specifications as appropriate;
4. receive and approve the trainee teacher's lesson plans in good time and provide appropriate feed-back in time for the trainee to make agreed amendments;
5. ensure that the trainee is formally observed once a week and is provided with written feedback in relation to the Standards framework using the University's on-line training plan;
6. jointly observe with the University Link Tutor and/or lead mentor as appropriate;
7. identify in the trainee profile small areas for development for the next phase of training in relation to the Standards and work with the trainee to set targets and agree a plan of action;
8. monitor progression on the online assessment tool Abyasa during the training period;
9. oversee the assessment and recording of pupils' progress undertaken by the trainee;
10. provide appropriate training and support for trainees including a guaranteed private meeting each week between the class teacher mentor and trainee, the outcome of which is recorded on Abyasa;
11. participate in the assessment of trainees and course evaluation and monitoring procedures;
12. keep up to date with developments in ITT by participation in any events organised by the Partnership during the academic year;
13. co-ordinate the evaluation of school-based training by trainees and mentors and liaise with the Lead School management as appropriate;
14. have responsibility for implementation and review of school experience activities;
15. provide access to information on the school's use of a range of data to support pupils' learning and progress, such as target-setting; assessment, transfer information;
16. include trainees in parents' meetings, reporting to parents, and the school's professional development programme;
17. keep the Lead School manager informed of any developments in school that might adversely affect the quality of the trainee experience in school;
18. assess the progress against the Standards at the end of each practice together with the partnership Link tutor as appropriate and agree grades.

Appendix B: ITT Training Criteria

Entry Criteria

All accredited ITT providers must ensure:

C1.1 All entrants have achieved a standard equivalent to a grade 4 (see note 2) in the GCSE examinations in English and mathematics, and

that all who intend to train to teach pupils aged 3 to 11 additionally have achieved a standard equivalent to a grade 4 in the GCSE examination in a science subject. C1.2 That, in the case of graduate programmes of ITT, all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification.

C1.2 All accredited ITT providers must ensure that, in the case of graduate programmes of ITT, all entrants hold a first degree of a United Kingdom higher education institution or equivalent qualification

C1.3 That all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to teach.

Training Criteria

All accredited ITT providers must ensure the following:

C2.2 No training programme should cover fewer than 4 consecutive school years.

C2.3 All accredited ITT providers must ensure that training programmes are designed to provide trainee teachers with sufficient time being trained in schools (see note 5), early years and/or further education settings to enable them to demonstrate that they have met all the standards for QTS. This means they would typically be structured to include at least the following periods of time to be spent in training in schools, early years or further education settings:

a four-year undergraduate programme - 160 days (32 weeks)

a one, two or three-year undergraduate programme - 120 days (24 weeks)

a secondary graduate (non-employment-based) programme - 120 days (24 weeks)

C2.4 That each trainee teacher has taught in at least two schools.

NB It is unlikely that any trainee, however experienced, would be able to demonstrate achievement of all the standards for QTS over a period of less than six consecutive weeks of training in a school in which their teaching is regularly observed and assessed.

Management and Quality Assurance Criteria

All accredited ITT providers must ensure the following:

C3.1 That their management structure ensures the effective operation of the training programme.

C3.2 That partners establish a partnership agreement setting out the roles and responsibilities of each partner.

C3.3 That they comply with all current legislation relevant to ITT.

C3.4 That they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees.

- SDS trainees must spend a minimum of 30 days (6 week block) in an away school. It is the responsibility of the employing school and Lead school to find a suitable away school placement.

Away School Experience:

- must be in a school different from the employing school;
- must be in a different key stage to the host placement;
- is a minimum 6-week block period.

SDS trainees must teach in the away school.

Appendix C: Financial Arrangements 2023-24 for SDS

St. Mary's University agrees to invoice the school for the cost of support and recommendation for QTS:

Term 1 (December): £1,500

Term 2 (March): £1,000

Term 3 (June): £1,000

NB: St Mary's University is **not** responsible for payment of the second school placement undertaken by the SDS trainee or for any travel costs incurred by the Salaried trainee to either training sessions or second school teaching experience.

Partnership Agreement for Secondary School Direct Salaried

(Alliance name)

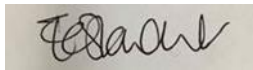
I have read and will comply with the School Direct Partnership Agreement 2023-24

Director:

(Signature)

St Mary's University

Head of Department Partnerships



(Signature)

This form once signed should be returned to: -

Eleanor Stewart
Partnership Office
Institute of Education
St Mary's University
Waldegrave Road
Strawberry Hill
Twickenham TW1 4SX

Or scanned and emailed to eleanor.stewart@stmarys.ac.uk