

St Mary's  
University  
Twickenham  
London

School of  
Education



## **Partnership Agreement for Primary QTS Programmes**

**2024-25**

**Between**

**St Mary's University School of Education**

**and**

**(Partnership School)**

# Contents

1. Principles of partnership
  - a. Our vision
  - b. Diversity and inclusion
  - c. Anti-racism
2. Partnership aims
  - a. Partnership agreement
3. Structures and partnerships
  - a. School of Education management structure
  - b. St Mary's University Partnership contacts
  - c. Formation of partnerships
4. Committee reporting structure within the partnership
  - a. Strategic Partnership Board
  - b. Partnership Phase Forums
5. Course structure
  - a. Intensive training and practice (ITAP)
6. Roles and responsibilities within the partnership
  - a. Education partnership organogram
  - b. Mentor training and development
  - c. Continuous professional development
  - d. The role of each partner in supporting trainees on placement
7. Health and safety
8. Quality assurance in partnership
  - a. Evaluation
  - b. Monitoring and assessment
  - c. Internal moderation
  - d. External moderation
  - e. Recruitment and selection of trainees
9. Resource allocation
  - a. Primary
  - b. Secondary
10. Appendices:
  - Appendix 1: ITE governance and management
  - Appendix 1: Roles and responsibilities
  - Appendix 2: Placement calendars
  - Appendix 3: Course content

# 1. Principles of Partnership

This document outlines the responsibilities of all school and setting partners working with St Mary's University to support the delivery of their Initial Teacher Education (ITE) curriculum and programmes. The arrangements and procedures for schools and settings supporting trainees are outlined in this Partnership Agreement which **all partners need to sign and return to the St Mary's University Partnership team.**

Partners are actively involved in the planning and delivery of the curriculum and in the selection and assessment of trainees. The underlying principles of partnership between the University and its partner schools meet the current requirements associated with the Department for Education documents the [ITT Criteria and Supporting Advice, Teachers' Standards and Core Content Framework](#). The University, therefore, seeks to work in close partnership with its partner schools in order share its vision and provide a carefully sequenced, coherent, and developmental curriculum which meets the needs of trainees and prospective employers.

## Our 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.*

It is important to have a collaborative working relationship between St Mary's University and partner schools. Our [partnership portal](#) provides up-to-date information and guidance about partnership and a wealth of resources to support the delivery of the school-based element of the curriculum including all mentor CPD resources.

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 wishes to develop 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

## **Diversity and Inclusion**

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.

The University recruits' trainees from a diverse community and celebrates this diversity. The University's [Student Equality Policies](#) reflect its aspiration and its commitment to fair and equal treatment for all.

## **Anti-Racism**

Discrimination of any kind based on race is prohibited under Equality Act 2010 and St Mary's has zero tolerance for racism in our community.

Partner schools are expected to commit to equality of opportunity for all and operate policies which express these commitments.

## 2. Partnership aims

This agreement has been designed to ensure that the Partnership fulfils the Department for Education (DfE) ITT Criteria. Accreditation of the programme lies with St Mary's University with all other matters being shared. It is to ensure that all Quality Assurance (QA) requirements of St Mary's University are fully met in line with the St Mary's University Programme Specifications.

### Partnership Agreement between St Mary's University and School experience partner

*St Mary's as "the accredited ITT provider remains accountable for all assessment judgements and recommendations and should ensure that this is understood across their ITT partnership, through their partnership agreements." (DfE C2.6)*

St Mary's University, as the accredited provider hold ultimate responsibility for the financing, the reporting, auditing and recommendation of QTS; data collection and data protection; safeguarding, wellbeing of staff, health and safety and being accountable to the regulator, Ofsted.

The agreement between the school experience partner and St Mary's University acknowledges in all aspects of governance and leadership that:

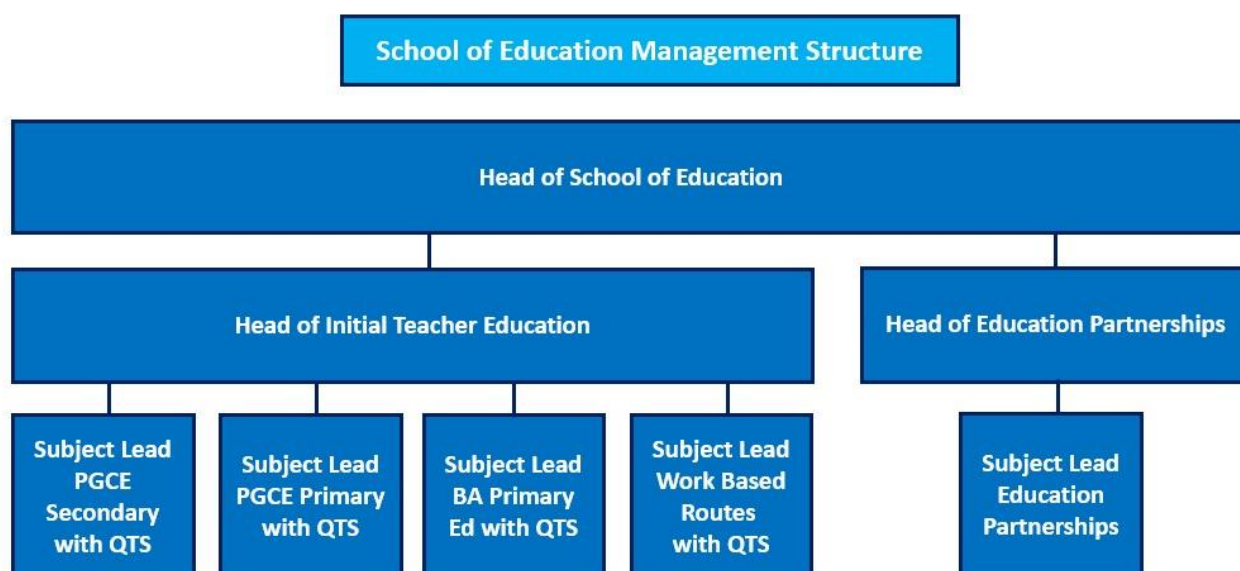
- St Mary's University (or its Lead Partner) will be responsible for all aspects of quality assuring the delivery of placement-based training;
- St Mary's will collaborate with their Strategic Partnership Board to advise and inform the design and content of the centre and placement-based training;
- The Head of School of Education at St Mary's University will be the responsible officer for the accredited ITE provision; the ITT compliance requirements and quality assurance of curriculum delivery, placement-based training and trainee experience and outcomes;
- St Mary's University will be responsible for ensuring that funding allocated for ITT delivery are used in accordance with the intended stated purpose;
- St Mary's University will be responsible for design and delivery of professional development and training for Professional coordinating mentors, class-based/subject mentors and expert colleagues in partnership schools. All class-based/subject mentors will be required to complete up to 20 hours of mentor training in the first year, and six-hour refresher training in subsequent years;
- St Mary's University will be responsible for the design of the Intensive Training and Practice elements of the ITT curriculum;
- St Mary's University, or the lead partner will be operationally responsible for the appointment of high-quality lead link tutors (lead mentors);
- St Mary's University, or the lead partner will be responsible for ensuring its Lead Link Tutors and Professional Coordinating Mentors attend the mandatory training led by St Mary's;
- St Mary's University, or the lead partner, will have strategic responsibility for ensuring the trainee receive 1.5h a week of high-quality mentoring with their subject mentor;

- St Mary's University will be responsible for the strategic design of the Intensive Training and Practice sessions
- St Mary's University, or the lead partner will have operational responsibility for ensuring ITAPs are delivered in accordance with the curriculum requirements;
- St Mary's University, or the lead partner, will have operational responsibility for ensuring the trainee engage with the ITAP in the school placement through the observation of expert colleagues during the ITAP phase;
- St Mary's University, or the lead partner, will have strategic responsibility for ensuring that placement schools deliver a Professional Study programme which enables trainees to contextualise the centre-based learning into the context of the setting;
- The placement school will have operational responsibility for delivering a Professional Study programme which enables trainees to contextualise the centre-based learning into the context of the setting;
- St Mary's University will ensure the lead partner meets the ITT compliance check list requirements;
- St Mary's University will ensure the lead partner meet the requirements of the Equalities Act;
- St Mary's University will have strategic responsibility of the safer recruitment and safeguarding requirements required of all the lead partner staff and placement-based staff (where appropriate);
- St Mary's University, or the Lead partner, will have operational responsibility for ensuring all of its staff complete the mandatory safer recruitment and safeguarding training.

### 3. Structures and Partnerships

#### St Mary's University School of Education management structure

St Mary's University, Department of Education, is the DfE accredited provider and is responsible for all aspects of the operation of the Partnership. The management structure for ITT courses within the School of Education is as follows:



#### St Mary's Partnership Staff Contacts

<b>Heads of Education Partnerships</b>	Eleanor Stewart Mary Nkune	<a href="mailto:eleanor.stewart@stmarys.ac.uk">eleanor.stewart@stmarys.ac.uk</a> <a href="mailto:mary.nkune@stmarys.ac.uk">mary.nkune@stmarys.ac.uk</a>
<b>Subject Lead Education Partnerships</b>	Jemima Davey	<a href="mailto:jemima.davey@stmarys.ac.uk">jemima.davey@stmarys.ac.uk</a>
<b>Senior Lecturer Partnership &amp; Abyasa</b>	Julie Smeaton	<a href="mailto:julie.smeaton@stmarys.ac.uk">julie.smeaton@stmarys.ac.uk</a> <a href="mailto:abyasahelp@stmarys.ac.uk">abyasahelp@stmarys.ac.uk</a>
<b>Secondary Partnerships</b>	Jackie Higgins Michi Penrice	<a href="mailto:secondarypartnerships@stmarys.ac.uk">secondarypartnerships@stmarys.ac.uk</a>
<b>Primary Partnerships</b>	Kirsten Verma	<a href="mailto:primarypartnerships@stmarys.ac.uk">primarypartnerships@stmarys.ac.uk</a>
<b>Partnership Finance</b>	Fiona Kennedy	<a href="mailto:fiona.kennedy@stmarys.ac.uk">fiona.kennedy@stmarys.ac.uk</a>

## Formation of partnerships

### Selection of schools

The selection of schools to become partner school is dependent on:

- a commitment to our vision and to equal opportunities
- a willingness to contribute to the recruitment, selection, and training of trainees
- a positive school ethos where trainees are accepted and welcomed as colleagues
- commitment of the whole school staff, governors, parents to partnership with ITE and to the provision of high-quality training for trainees
- clear internal systems for managing the placements with an experienced member of staff taking the lead
- evidence of:
  - a commitment to continuing professional development
  - expert colleagues who can share their expertise in the phase curriculum and related areas
  - a positive approach to course development and quality assurance through engagement with St Mary's processes
- ability to ensure trainees engage with wider aspects of school life (for example pastoral care, PSHE, extra-curricular activities, staff meetings)
- a commitment to provide time for mentors and expert colleagues to complete required mentor training
- a commitment to provide additional time for mentors and expert colleagues to complete required mentor training

### The University expects its partner schools to be:

- committed to providing a high-quality training based on an evidence informed approach.
- able to provide expert colleagues who can model of good practice in relation to curriculum materials and assessment methods.
- able to provide a mentor who has both the experience and time to fulfil the role; this includes attending University mentor training.

### **Either partner may, *following consultation*, withdraw from student placements if there is evidence of:**

- changing circumstances which would affect the quality of the training provided.
- changing circumstances, which make collaboration between the partners in respect of student placements impractical.

It is understood that all partners will do their utmost to avoid late cancellation of placements and that withdrawal during a placement is reserved for very exceptional circumstances (see Additional Support Plan (ASP) Procedures, outlined in the School Experience Guidance relevant to your placement student).

The University may find it necessary to de-select schools if there is evidence of an inability to continue to meet the selection criteria. Schools will be expected to comply with any discussions and subsequent decisions around deselection as part of the partnership agreement. Where necessary, issues around specific schools will be referred to the Strategic Partnership Group for support and advice. In these cases, the partner school will have received clear correspondence outlining the reasons for de-selection.

### Deselection of Schools

The University may find it necessary to de-select schools if there is evidence of an inability to continue to meet the selection criteria, including not meeting the mandatory training requirements for class based and subject mentors, and being unable to offer a trainee the mandated time for ITAP, mentoring and timetabled teaching.



Schools will be expected to comply with any discussions and subsequent decisions around deselection as part of the partnership agreement. Where necessary, issues around specific schools will be referred to the Strategic Partnership Group for support and advice. In these cases, the partner school will have received clear correspondence outlining the reasons for de-selection.

## 4. Committee reporting structure within the Partnership

### Strategic Partnership Board: 4 meetings per year

Made up of representatives from partner schools, MATs, St Mary's Lead link tutors and primary and secondary Subject leads. The SPB oversees and advises upon key strategic aspects of ITE delivery. It offers opportunities for consultation, evaluation and strategic decision-making. The group feeds into the wider St Mary's partnership structure, offering challenge and ensuring accountability.

#### Terms of Reference/Function:

1. To promote the concept of partnership with a strategic focus on continual improvement of quality of education and training and leadership and management through effective annual evaluation including identification of developmental priorities
2. To review the progress of the Improvement Plan and agree School Evaluation Documents (SED) which support St Mary's in identifying/agreeing performance indicators for maintaining high quality ITE, including External Examiner report outcomes
3. To receive, discuss and respond to government policy initiatives and requirements in relation to ITE and on behalf of the partnership
4. To review and evaluate the effectiveness of St Mary's ITE curriculum and training provision including its purposeful integration across various settings
5. To review and consult on the extent to which professional development for mentors and trainees supporting a St Mary's ITE programme is of high quality
6. To monitor and advise on the analysis of data collected from trainees, mentors and Lead link tutors and where appropriate, establish working parties to investigate and advise on specific aspects of the partnership's development
7. To ensure leaders are strategic and effective in addressing local, regional and national concerns/needs
8. Outcomes of SPB meetings will feed into Partnership Forum discussions and agenda points.

### Partnership Phase Forums: 3 meetings per year

These forums offer an opportunity for partner schools/settings to network and share innovative practice and research opportunities. In addition to this the forums have set agenda items to facilitate consultation and collaborative curriculum developments.

Both forums are chaired by the Head of Education Partnerships and/or Lead Link Tutor.

**Primary Forum:** Made up of representatives from Primary partner schools and St Mary's Primary programme Leads (PG, UG, WBR) and Subject Leads.

**Secondary Forum:** Made up of representatives from Secondary partner schools and St Mary's Secondary Subject Leads and lead link tutors.

#### Terms of Reference/Function:

1. To engage with the progress of the Improvement Plan and the identified SED priorities
2. To collaborate and contribute to the development of the St Mary's curriculum (centre and school-based provision)
3. To review the intent, implementation and impact of the St Mary's curriculum on developing effective trainees including mentor training CPD
4. To provide opportunities for members to engage with current research, disseminate best practice and exchange knowledge in relation to local, regional, and sectorial developments
5. Where appropriate, to establish working parties to collaborate on strategic aspects of the Partnership's development.

## 5. Course structure

ITT providers must ensure that training programmes are designed to provide trainee teachers with sufficient time being trained in schools to enable them to demonstrate that they have met all the standards for QTS. This means that our courses are designed to include this time in placement-based training:

- Three-year undergraduate programme - 120 days (24 weeks)
- PGCE programme - 120 days (24 weeks)
- Work-based route programme - 120 days (24 weeks) of which 50 days are assessed in an away school.

Each cohort will complete three phases of teaching practice during their teacher training course (Foundation, development and consolidation) with further opportunities to further develop their experience in the classroom through enhancement placements and school-based directed tasks.

### Intensive training and practice (ITAP)

Intensive Training and Practice should focus on specific, foundational, or pivotal areas of the ITT curriculum. It should also demonstrate and build the interplay between evidence-based theory and practice, engaging trainees in critical analysis, application of learning to classroom practice, and focused feedback on such practice.

All trainees will be required to complete ITAP activities as part of their curriculum and may be completed at university or in school. Students must complete a minimum number of ITAP days as follows:

- Three-year undergraduate programme – six weeks (30 days)
- PGCE programme – four weeks (20 days)
- Work-based route programme – four weeks (20 days)

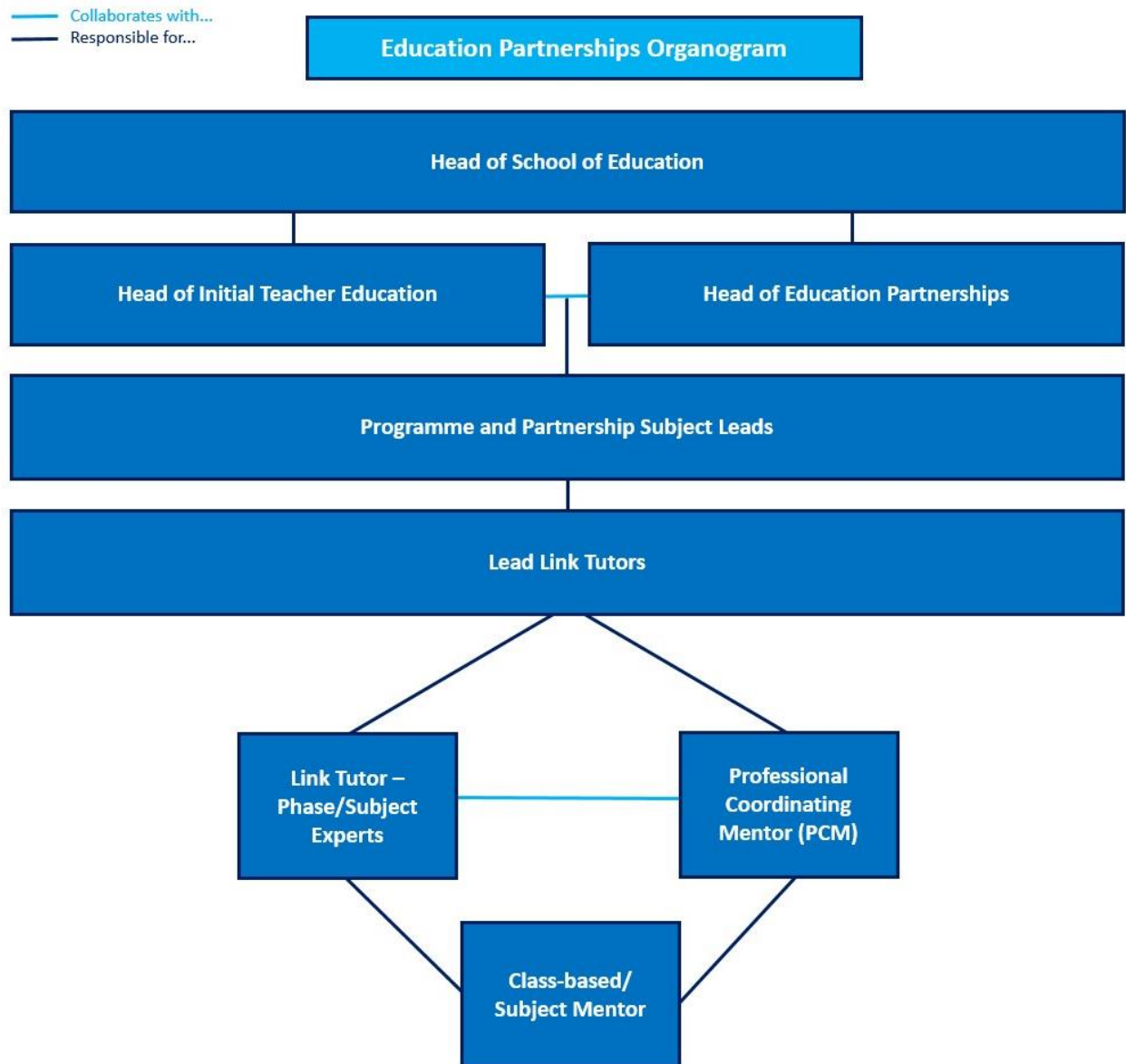
ITT minimum time allocations	Postgraduate	Undergraduate
Minimum weeks of Intensive Training and Practice (in addition to general school placements, does not need to be delivered in a single block)	4 (20 days)	6 (30 days)
Minimum planned and supported hours during Intensive Training and Practice <sup>6</sup>	25 per week (average of 5 per day)	25 per week (average of 5 per day)
Minimum hours of expert support per trainee during Intensive Training and Practice <sup>7</sup>	5 per week (average of 1 per day)	4 per week (average of 1 per day)

*Minimum time allocations for Intensive Training and Practice, DfE Initial teacher training (ITT): criteria and supporting advice. Academic year 2024/25*

Please see course calendars (Appendix 3) for course dates, including placement-based training blocks and school-based ITAP weeks.

## 6. Roles and Responsibilities within the Partnership

### Education Partnership Organogram: Role and responsibilities for placement-based training



Those involved in school-based training will collaborate to support students in achieving the expectations of their placement. Please find details of the roles and responsibilities for each role at Appendix 2.

## Mentor training and development

The Department for Education expect schools to release mentors for training. All class-based/subject mentors in partnership schools working with ITT providers are required to complete 20 hours of mentor training. The mentor training curriculum includes modules as follows:

Module	Details	Delivery mode	Delivery time	Completion required by:
<b>St Mary's Curriculum training</b>	This module will develop an understanding of how the Mary's curriculum underpins all placement-based learning, its basis in research, and how mentors can best support this.	Synchronous or Asynchronous	10 hours	All mentors PCMs (recommended)
<b>Mentor skills training</b>	This module is focused on the fundamental skills of mentoring. This includes meta-cognitive approaches to teaching and mentoring, and managing their own wellbeing and workload and that of the trainee.	Asynchronous	8 hours	All mentors*
<b>Intensive training and practice</b>	Mentors and relevant expert colleagues will develop their understanding of ITaP delivery, including deconstruction of, and reflection on practice.	Asynchronous	4 x 30 mins	All mentors or relevant expert colleagues involved in ITaP

*\*mentors with relevant prior experience may be required to complete fewer hours.*

Details of live and asynchronous sessions are available on the Mentor zone on the Partnership Portal. This includes a high quality, personalised training programmes for all mentors within our local network which is developed and delivered in collaboration with our local Teaching School Hub and other local HEIs.

These core mentor training sessions are supplemented by our compulsory St Mary's University curriculum and paperwork training sessions organised for each placement block. Details of St Mary's specific training are also shared with mentors via a monthly mentor newsletter.

During the 24/25 academic year, schools will be able to claim funding for mentors that have completed all required training.

St Mary's university (or the Lead Partner) is responsible for ensuring that class-based mentors/subject mentors have access to a high-quality mentor training programme that are compliant with DfE requirements.

## Continuous professional development

The University recognises that continual professional development and training are essential for all involved in the partnership. In addition to required mentor training, St Mary's offers a range of courses and CPD opportunities to meet the needs of school colleagues. Further information of available CPD can be found on the [Partnership portal](#). This includes a high quality, personalised training programmes for all mentors and school colleagues within our local network which is developed and delivered by St Mary's university staff, partners and in collaboration with our local Teaching School Hub and other local HEIs.

## The role of each partner in supporting trainees on placement

### Addressing and managing trainee teacher workload

We monitor paperwork annually in response to stakeholders feedback. Reductions have been made to student paperwork and workload expectations whilst on placement in accordance with the DfE's [School Workload Reduction Toolkit \(2022\)](#).

In order to safeguard and protect trainee wellbeing, School Partners are expected to adhere to processes and procedures as laid out in School Experience documentation and not allocate additional tasks.

School Partners should inform the LM in any cases where workload appears to be a barrier for student success.

### The role of all partners in protecting trainees' mental health and well-being

School Partners must contact their allocated LEAD LINK TUTOR at the first instance should any wellbeing concerns arise on placement. The University have policies and procedures in place, as laid out in School Experience documentation, in order to safeguard and protect trainee wellbeing. School Partners should inform their LEAD LINK TUTOR in any cases where wellbeing appears to be a barrier to student success.

### University Wellbeing Support for Student Teachers

The University offers a range of services that student teachers can access with regards to their well-being. When on placement if a student teacher needs to access this support, they are advised to speak to their PCM, LEAD LINK TUTOR, or personal tutor. Placement settings and schools must agree to support trainees, in partnership with the University, in order to effectively protect trainee mental health and wellbeing.

### Health and Wellbeing

The Health and Wellbeing service is free to all St Mary's University Students and aims to ensure students have the necessary support throughout their journey to enable them to do the best they can. No issue is too big or too small, St Mary's offers many different methods of support from online support through to focused counselling or group workshops. A number of our Education Department staff hold a level 2 Mental Health First Aid certificate and are Mental Health in the Workplace Advocates.

Further details can be found via this link: <https://www.stmarys.ac.uk/student-services/wellbeing/about.aspx>

### Wellbeing on Placement

Embarking on placement-based training is an exciting opportunity for personal and professional growth. However, St Mary's recognise the need to support trainees in prioritising their wellbeing during their placement. Our [Wellbeing on Placement](#) guide aims to equip trainees with strategies to navigate potential challenges and promote their wellbeing throughout your placement.

### Supporting Trainees with Declared Disabilities

Some of our students have declared disabilities, which may mean they have a Learning Support Form (LSF) to ensure that appropriate adjustments are made for them at University and during their school-based training. All students with a declared disability or LSF are invited to attend a meeting with the Partnership Lead prior to commencing placement. The purpose of this meeting is to anticipate any reasonable adjustments that could be made to support the trainee in school. Our [portal pages for supporting trainees with declared disabilities](#) contain guidance, which has been created in collaboration with our students, staff, and Wellbeing and Disability & Dyslexia teams, for trainees and those supporting them on their placements.

## 7. Health and Safety

Partnership settings must be able to confirm the existence of the following:

- a written Health and Safety policy covering its activities;
- a policy regarding health and safety training (including induction training) for people working in its undertaking;
- employer and Public Liability Insurance, details of which are available to the University on request (Please note that these insurances should cover any liability incurred by a placement student as a result of his/her duties as an 'employee');  
*Once trainees are on placement they are perceived as "employees" for the purposes of health and safety law; this means that the placement school/setting/organisation has the same duty of care towards them as regards health and safety measures as any other employee.*
- risk assessments which are kept under regular review and implement results;
- a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and other legislation;
- a major incident policy outlining the formal emergency procedure to be followed in the event of serious and imminent danger to people at work in its undertaking.

Partnership settings must be able to provide the following:

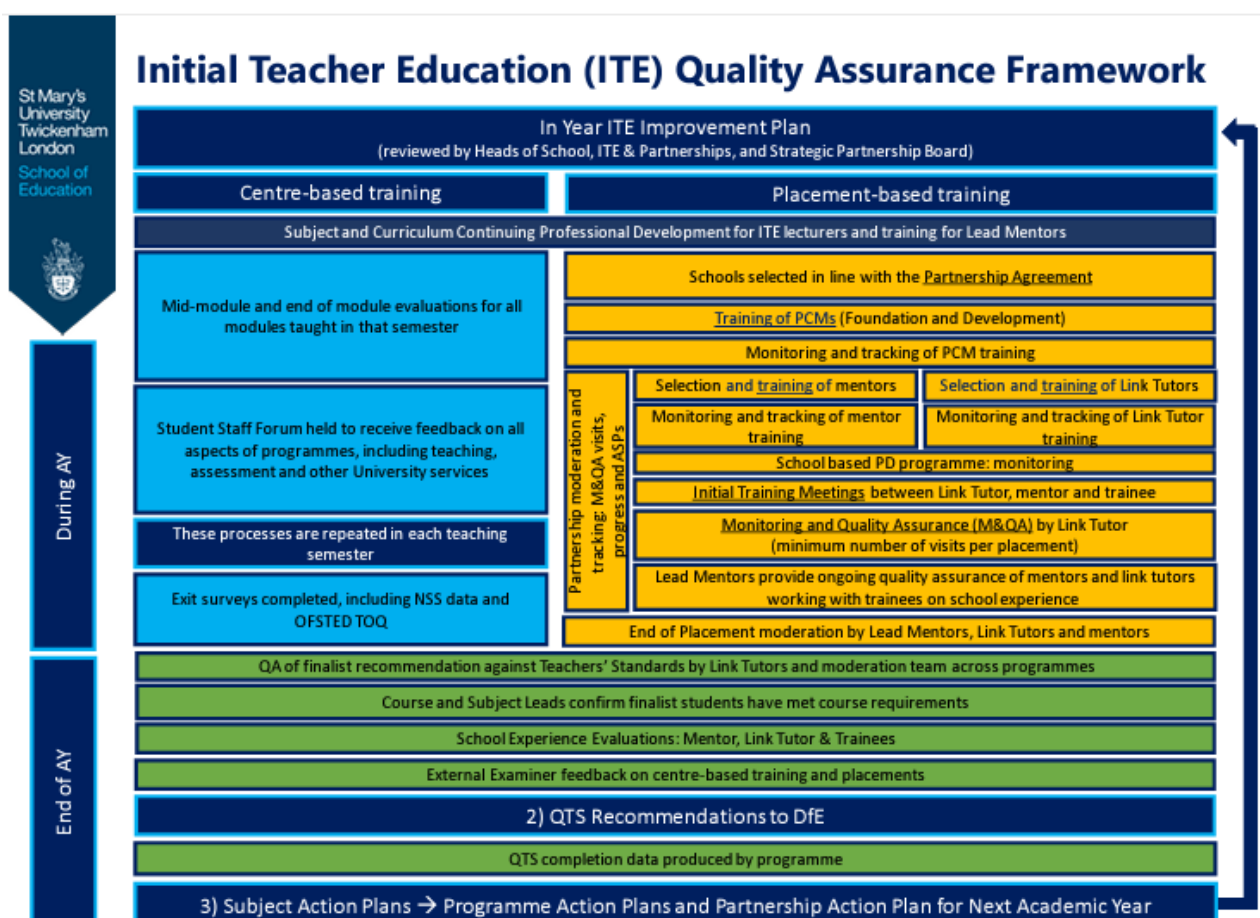
- all the necessary health and safety training and safety equipment for the placement student as appropriate to their role in the school setting.
- risk assessment of its practices to identify possible risks whether to employees or to others within its undertaking to the placement student.

Partnership settings must report the following to the University:

- all recorded accidents involving placement trainees.
- any sickness involving placement trainees which may be attributable to the work.
- any concerns regarding student welfare or mental health.

## 8. Quality Assurance in Partnership

The Partnership operates rigorous quality assurance, evaluation and enhancement procedures which are designed to secure the effectiveness of its training programmes and to improve and develop future provision. The outcomes of the quality assurance procedures are shared with the Strategic Partnership Group members to embed a culture of continuous improvement. Partner schools must be committed to the operation of the University's quality assurance procedures.



## Evaluation

St Mary's University engage with all stakeholders to evaluate the effectiveness of their provision including:

- Quality of the intent, implementation and impact of the ITE curriculum
- The training programme is responsive to ongoing formative assessments of strengths gaps and needs for individuals and cohorts
- That targets set are appropriate and ensure progress
- Reviewing feedback from ECTs/ECT employers

All course evaluations are coordinated by Phase Leads and data is managed in line with ST MARY'S GDPR guidelines.

## Monitoring and Assessment

Trainees are on a professional course leading to the recommendation of the award of QTS. They follow a progressive and developmental curriculum which includes school experience, and which is compliant with the ITT Criteria and supporting advice. QTS will be awarded at the end of ITE programme against the Teachers' Standards.

The St Mary's assessment framework formatively assesses trainees regularly and consistently both on their knowledge of the content of the curriculum and their ability to apply it in classroom practice. The curriculum



is underpinned by the ITT Core Content Framework which sets out a minimum entitlement for trainees; mentors should be familiar with this documentation as part of their initial training.

Ongoing assessment is an important part of the training process and should include focussed feedback designed to enable trainees to improve. As the curriculum increases in complexity, so too should assessment and feedback. Placement handbooks outline how trainees progress through the course and include development descriptors for each of the placement phases.

### **Internal Moderation**

Procedures for internally moderating School Experience elements are described in the programmes individual School Experience Documentation.

Lead link tutors and SPB members are involved in the internal moderation process for our BA and PGCE programmes. These internal moderators support with moderating a sample of students remotely reviewing their school experience evidence and conducting meetings with the student and their mentor.

### **External Moderation**

The course and curriculum are subject to a rigorous external moderation procedure and to the scrutiny of specialist External Examiner. This is to ensure consistency of standards across as well as within the ITE partnership.

The External Examiner will be identified as having relevant and appropriate subject and phase expertise and experience and will be appointed by the Professional Leads and will have no direct involvement with the work of the wider partnership.

These arrangements are detailed in each placement cohort guidance and are in line with St Mary's QAE requirements. For school placements a sample of students will be visited by the External Examiner in order to moderate recommendations for QTS.

### **Recruitment and Selection of Trainees**

Trainees undergo a robust process to be recruited to our QTS programmes. They must meet the minimum entry requirements as specified in the DfE [Initial Teacher Training Criteria](#) and have taken part in a rigorous selection process designed to assess their suitability to teach. This could include teaching related tasks, tests, and individual and group interviews.

In line with ITE requirements, school partners will be invited by the Admissions team to participate in the recruitment and selection process, including interviewing or shadowing interviews of applicants alongside academic staff as detailed in SLT responsibilities above.

## 9. Resource allocation

Resources are allocated depending on the placement, phase and stage.

Trainees will have QA visits on each placement from the Link tutor and/or Lead link tutors, **some of which may be conducted remotely**. These visits provide the opportunity to ensure that the trainees are receiving their entitlement to curriculum requirements and high-quality mentoring. Please see [placement overviews](#) for visit structure.

Lead link tutors will ensure that the mentor has completed all required mentor training (see section 7 for Mentor training requirements).

**During AY 24/25, schools will be able to apply for remuneration for mentors that have completed the required mentor training. Funding will be available to schools to cover supply costs for mentors attending and completing all training. Information about eligibility and how to claim funding can be found on the DfE website.**

**Payments per trainee teacher for school experience placements are detailed below.**

Automatic BACs transfer payments will be made to host school's once placement blocks are completed. Please ensure that any changes to your BACS details are communicated to St Mary's. When offering places via our electronic portal for 2024/25, the Professional Co-ordinating Mentor (PCM) will be asked to confirm their acceptance of the Partnership Agreement. Without confirmation of the Partnership Agreement, we will be unable to pay for the placements on offer.

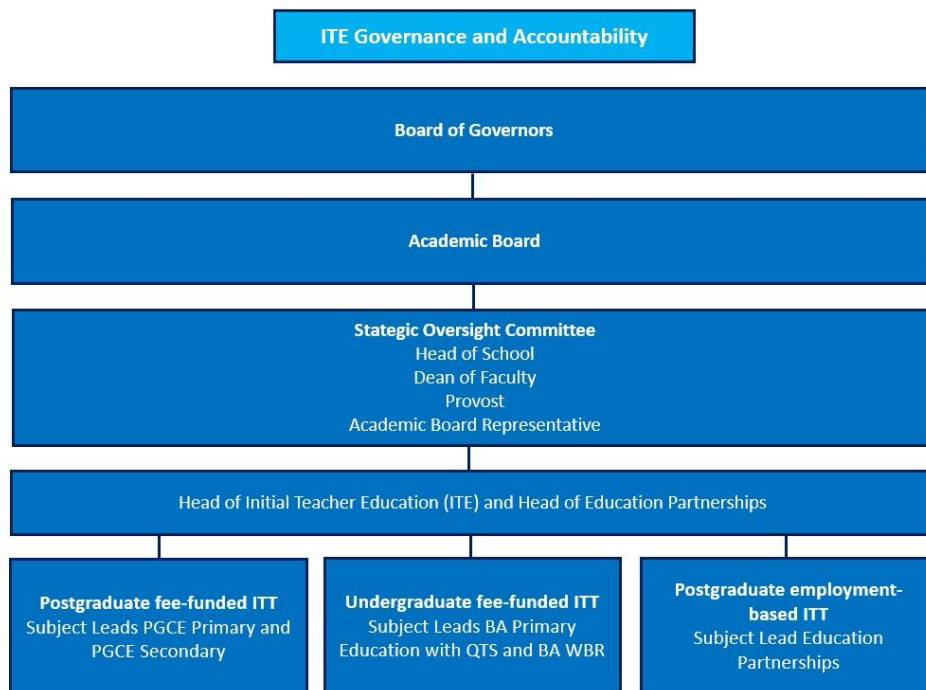
Schools will be paid £300 for placement-based training, with the exception of the final PGCE placement which made up of a development section and consolidation section, will attract a payment of £450.

Resit placements are paid £400.

This is additional to the funding that may be available for mentor training (see above).

## 10.Appendices

### Appendix 1: St Mary's ITE Governance



## Appendix 2: St Mary's University (and/or the Lead Partner) Responsibilities

The University will:

1. provide a Lead Link Tutor and 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. ensure that trainees are equipped with and have access to a range of resources during their placement based training to support their planning and teaching;
8. 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;
9. provide trainees with training in awareness of their legal status in school and of e-safety procedures;
10. 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;
11. ensure that trainees undertake a 'Fitness to Teach' assessment;
12. aim to ensure that trainees are placed in diverse settings that could include challenging socio-economic placements;
13. ensure that all procedures are carried out for the final assessment of trainees for the award of the PGCE and/or Qualified Teacher Status, and for the completion of an ECT transition document;
14. 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.

**Programme Subject Leads, Partnership Subject Lead and Lead Link Tutors are responsible for:**

- ensuring there are clear and supportive processes for both trainees and class teacher mentors
- ensuring St Mary's Lead link tutors are allocated appropriately for each trainee
- developing the in-school training plan in line with the SED and SPG priorities
- evaluating effectiveness of training for all stakeholders
- identifying trainees needs and adapting the curriculum and support required accordingly
- developing the mentor training curriculum and ensuring that it is aligned with the trainee curriculum
- developing and resourcing the mentor training curriculum
- ensuring mentor materials are easily accessible
- evaluating mentor training
- ensuring that mentors have undertaken training on the appropriate elements of the trainee curriculum before working with trainees on that part of the curriculum
- quality assuring the initial and ongoing training of mentors
- carrying out joint observations of trainees teaching
- being responsible for the oversight, supervision and quality assurance of school-based mentors and relevant expert colleagues
- working closely with trainees during intensive training and practice and the design of such elements
- overseeing trainee progress throughout the placement and identify interventions or modifications where required.

### **The Link Tutor is responsible for:**

- Acting as an advisor, tutor and professional support for the Professional Coordinating Mentor (PCM), mentor and trainee
- Using the online assessment system Abyasa to record and monitor progress
- Running the Initial Training Meeting at the beginning of each placement
- Making a required number of monitoring and quality assurance (M&QA) visits to ensure that the trainee has the necessary support to meet requirements for QTS by the end of their training
- Reviewing the mentor's observation of and feedback to the trainee, monitor trainee progress and support target setting
- Supporting the trainee in developing their practice
- Liaising with school partners to ensure successful progress and resolve issues where apparent
- Participating in writing comments in the Assessment/Progress Record
- Supporting St Mary's quality assurance programme through regular evaluation of partnership schools
- Attending regular training sessions at the University
- Establishing effective lines of communication between all partners and maintain regular contact with the school and trainee
- Engaging in regular discussion with the mentor/PCM regarding the trainee's progress
- Supporting the University's quality assurance team by taking part in joint observations or paired M&QA visits when required
- Closely monitoring and responding 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.

### **Placement School Responsibilities**

The placement 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;
2. provide trainees with school policies on safeguarding, child protection, code of conduct and any other relevant documentation relating to protecting the welfare of pupils;
3. 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;
4. 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);
5. 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;
6. ensure that the trainee is supernumerary<sup>1</sup> and therefore, accompanied by a qualified class teacher throughout the assessed placement;
7. ensure that all mentors receive appropriate training and support to fulfil their roles in ITT and to the trainee teacher;
8. provide appropriate training and support for trainees including a guaranteed weekly training meeting between mentor and trainee, the outcome of which is recorded on the outcome of which is recorded on Abyasa Pro. It is anticipated that this will normally run for 50-60 minutes;
9. provide the trainee with an induction to the school and training in whole-school issues;
10. provide access to information on the school's use of a range of data to support pupil learning and progress;

11. include trainees in parents' meetings, reporting to parents / carers and other meetings deemed to support a good training experience;
12. include trainees in the school's wider professional development programme;
13. participate in the assessment of trainees and course evaluation and monitoring procedures;
14. 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;
15. closely monitor trainee's work life balance and well-being and challenge unnecessary workload demands and advise the Link Tutor where concerns may arise.

### **Professional Co-ordinating Mentor (PCM)**

The PCM in the placement school takes an active and formal part in the supervision and assessment of the student teacher, working in collaboration with link tutors and the Lead link tutor. They may be a member of the Senior Leadership Team (although this is not a requirement) and may hold a professional mentoring qualification e.g. NPQLTD. PCMs are required to attend relevant training as required by St Mary's University.

### **Responsibilities include:**

- ensuring that the Partnership agreement has been read, signed and returned to the Education Partnerships office of the University or Lead Partner
- ensuring that the trainee has a copy of, and have read the following policies: The Staff Behaviour Policy (sometimes called the Code of Conduct or Staff Handbook); the Child Protection and the Safeguarding policy
- Ensuring that the trainee knows who the designated Safeguarding lead/s are
- at class or subject level, ensure the St Mary's curriculum is integrated across placement-based training in line with the school experience documentation and the DfE's CCF minimum requirements
- assigning expert teachers who will mentor trainee while on placement
- Ensuring mentors and other expert colleagues are inducted into ITE responsibilities and have attended mentor training in accordance with the ITT compliance requirements
- ensuring mentors have time to work with trainees to facilitate progress
- ensuring trainees receive 1.5hrs of formal mentor training per week
- ensuring cover is provided, where necessary, to enable school mentors to attend any QA visits
- ensuring trainees' timetabled classes are always covered by a qualified teacher who is responsible for the class
- ensuring the consistency and quality of mentoring of trainees and that trainees have access to expert colleague support and advice
- management of target setting for trainees who are identified as needing an additional support plan (ASP)
- alerting the link tutor and where appropriate the Lead link tutor to any concerns around the workload and wellbeing of trainees and mentors
- participating in the process of reaching fair and transparent decisions regarding trainee progress
- design and ensure delivery of a School Based Professional Development Programme
- attending relevant University partnership meetings and additional training as required
- completing the mentor self-audit and experience forms
- attending the required mentor training
- completing placement survey in collaboration with the PCM at the end of the placement block
- select expert colleagues to work with trainees during periods of Intensive Training and Practice
- 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.

### **Class-based/Subject Mentor**

These are class-based/subject teachers who mentor trainee; usually they are linked to a class or subject specialism within the placement school. They advise the PCM on the trainee's progress. They monitor the trainee's progress, support their practice, and provide opportunities to apply and then implement their knowledge and advise the trainee as appropriate.

#### **Responsibilities include:**

- at class or subject level, ensure the St Mary's curriculum is integrated across placement-based training in line with the school experience documentation and the DfE's CCF minimum requirements
- working closely with the PCM and Link Tutor to ensure the quality, coherence, consistency and appropriateness of the school-based training provided
- providing induction into classroom procedures, data (e.g. target grades for school pupils), resources and specifications as appropriate;
- planning a timetable that meets the training needs of the trainee as appropriate and as advised in the training plan
- ensuring that the timetable includes a designated timeslot for the weekly training meeting where progress is discussed
- receiving and approving the trainee teacher's lesson plans in good time and provide appropriate feedback in time for the trainee to make agreed amendments
- ensuring that the trainee is formally observed once a week during placement and is provided with written feedback in relation to the Teachers' Standards, using the lesson feedback record form provided
- ensuring trainee progress and areas for development are documented on a weekly basis on Abyasa and the PCM and the Lead Link Tutor on the trainee's progress and areas for development
- advising the PCM and Link Tutor when an additional support plan (ASP) is required to enable the trainee to make progress
- alerting the PCM and Link Tutor to any concerns around trainee teacher workload and any mentor workload concerns
- completing the Abyasa requirements
- jointly observing with the university Link Tutor and/or PCM as appropriate as part of their training (agreed in advance)
- completing the trainee Progress or Assessment Profile by the due date at the end of each block, with the trainee and possibly the university Link Tutor and/or PCM
- identifying in the trainee Progress/Assessment Profile areas for development for the next phase of training in relation to the Teachers' Standards and work with the trainee to set SMART targets and agree a plan of action
- completion of required mentor training and any required mentor training audits, as requested by the designated Lead link tutor
- completing placement feedback survey in collaboration with the PCM at the end of the placement block
- 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.

## Appendix 3: Placement Calendars

AUTUMN TERM 2024								
WEEK	DATE	WBR 1	WBR 2 Placement	BA (QTS)YR 1	BA(QTS) YR 2	BA (QTS YR 3	PG Primary	
3	26-Aug							
4	2-Sep							
5	9-Sep							
6	16-Sep							
7	23-Sep							
8	30-Sep						M T & W	
9	7-Oct						ITAP: M T & W	
10	14-Oct							
11	21-Oct							
12	28-Oct							
13	4-Nov							
14	11-Nov							
15	18-Nov			M T & W			ITAP: T W & Th	
16	25-Nov			M T & W				
17	2-Dec			ITAP: T W & Th				
18	9-Dec			Mon to Fri				
19	16-Dec							
SPRING TERM 2025 Go								
21	30 Dec							
22	06 Jan			Prep day 6th Jan				
23	13 Jan							
24	20 Jan							
25	27 Jan							
26	03 Feb						Development Phase	
27	10 Feb				ITAP: T W & Th			
28	17 Feb							
29	24 Feb		Prep Day 28th Feb					
30	03 Mar						ITAP: T W & Th	
31	10 Mar					Prep week	Fri 14th BP Day	
32	17 Mar			ITAP: T W & Th	21st March BP day			
33	24 Mar			ITAP: T W & Th			Consolidation Phase	
34	31 Mar		BP day 31st March					
35	07 Apr	Trainees will take the two weeks for Easter in line with their school placement						
36	14 Apr	Easter Holidays						
37	21 Apr	Prep Day 25th April						
38	28 Apr					BP Day 2nd May		
39	05 May							
40	12 May							
41	19 May	BP Day 23rd May						
42	26 May							
43	02 Jun							
44	09 Jun							
45	16 Jun							
46	23 Jun							
47	30 Jun						Top Up	
48	07 Jul						Top Up	



## Appendix 4: Course Content

Please find below brief outlines of the course content for each primary programme. More detailed information is provided on the training plans for each cohort of students.

### PGCE Primary with QTS

The Primary PGCE is intensive. Professional Studies is the backbone of the course, covering behaviour management, planning and assessment, including adapting planning for the needs of all children, and the role of the teacher. Trainees also study two master's level modules: the first where they explore their emerging philosophy of teaching and learning, linking this to their foundation placement, and the second in April where they demonstrate their understanding of a contemporary issue affecting primary education more deeply. Trainees study the core subjects of the national curriculum in depth. They will use their planning and assessment in English, mathematics and science to submit a portfolio examining the links between planning and assessment in these core subjects in January, following the foundation placement. They are also required to pass audits of subject knowledge in these three subjects, as well as showing how they meet the DfE's Fundamental Skills. Trainees study all national curriculum foundation subjects. Trainees plan a cross-curricular series of lessons based around the Sustainable Development Goals in the spring term. The programme of study for trainees on the PE pathway includes a specialist focus at each stage of learning on PE knowledge skills.

### BA Primary Education with QTS

The BA Primary Education with QTS provides a broad, sequential, spiral curriculum with 6 subjects at the core: Professional Studies, English, maths, science, physical education and foreign languages. There is a strong emphasis on developing subject knowledge and confidence to teach the full range of primary subjects. Professional Studies is the spine of the programme and teaching in all subjects complements the themes of teaching and learning in Year 1, SEND and inclusion in Year 2 and assessment in Year 3. Assessed placements are structured to progressively enable the theory and research learnt in university to be observed and applied in practice. Enhancement placements enable students to focus on the teaching of early English and maths in Year 1, SEND provision in Year 2 and self-directed targets in Year 3.

### BA Primary Education with QTS (Work-Based Route)

The BA Primary Education WBR QTS programme is designed to develop skills, knowledge and understanding required to be an effective primary teacher for trainees who already work in educational settings. There is a focus on subject knowledge and competence to teach the full range of subjects in the National Curriculum. Modules in English, maths and science build confidence to teach with secure pedagogical knowledge. Trainees must pass core subject knowledge audits as well as demonstrate how they meet the DfE's fundamental skills in English and maths. Other modules include physical education, cross-curricular Learning through foundation subjects and moral & spiritual development. Professional Studies is at the heart of the programme and supports all modules with planning, teaching, assessments, SEND and behaviour for learning. Trainees complete a module in SEND before the development placement in Year 1 so that they understand the role and responsibility of the teacher to progress the learning of children with SEND. Before the consolidation placement in Year 2, trainees develop their ability to use assessment to inform teaching and learning and identify next steps to promote pupil progress. Trainees complete work-based directed tasks linked to modules throughout both years to apply theory and concepts in practice and reflect on learning in action. Both school placements are assessed and structured so that trainees continue to use their knowledge of research and theory and apply to practice.