



St Mary's  
University  
Twickenham  
London

School of Education

Partnership Agreement 2023 - 2024

**BA Primary Education with QTS**

**BA Primary Education with QTS (Work Based Route)**

**Primary PGCE Core/School Direct with QTS**

## Initial Teacher Training Core Content Framework (ITTCCF)

### All PCMs need to be aware of the ITTCCF

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 Primary Partnerships

## Partnership Office

For placement enquiries please email [primarypartnerships@stmarys.ac.uk](mailto:primarypartnerships@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>

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NB Professional Coordinating Mentor (PCM) refers to the Training Coordinator

## 1. Introduction

This document sets out the agreed commitment between our partnership schools (Partner Schools) and St Mary's University to undertake the following programmes:

- **PGCE Primary with QTS** leading to the award of one or two qualifications: the Post Graduate Certificate in Education or the Professional Certificate in Education (PfCE).
- **BA Primary Education with QTS**
- **BA Primary Education with QTS (Work Based Route)**

**Please note: there is a separate partnership agreement for School Direct Salaried (SDS) as these places are provided by Lead schools and they are responsible for the placement based training of the trainees they recruit.**

Partnership in initial teacher education implies collective responsibility for all aspects of the training; all partners are committed to the planning and delivery of high-quality training and in 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 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.

## 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 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.

### 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).

### 4. Funding

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.

Please ensure that any changes to your BACS details are communicated to St Mary's.

When offering places via our electronic portal for 2023/24, 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.

### 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 part of the SPB and we welcome active participants for the group year on year.

### 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 and/or the Post Graduate Certificate in Education 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

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)

Primary PGCE programme - 120 days (24 weeks)

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

Please see [course calendars](#) (Appendix 2) for exemplification.

## 7. Quality Assurance

### Recruitment and Selection of Trainees

Partnership schools will be invited to contribute to the selection and interviewing of candidates for ITT programmes at the University.

### Monitoring of Trainees

Core PGCE and BAITT trainees will be registered as St Mary's University trainees. In this way the following St Mary's University Quality Assurance procedures will apply:

Link Tutor training will take place annually with additional sessions offered prior to each cohort's placement based training. This will include pertinent information from programme and curriculum teams and updates to M&QA procedures.

Mentors are offered training and details of CPD using the [Mentor Zone](#) on the Partnership Portal.

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 CBM, 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 placements 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.

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 approximately 10% of finalist trainees against the Standards for the award of Qualified Teacher Status (QTS).

### Student Staff Forum

Core trainee representatives will report to the University PGCE Student Staff Forum twice in the academic year. The minutes are then fed back to the full SPB as well as at Monitoring & Quality Assurance (M&QA) Link Tutor meetings. These minutes are placed on the Partnership Portal for all partners to access.

## 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 and undertaken joint lesson observations with M&QA Link Tutors as part of their training.

University M&QA Link Tutors will liaise with PCMs and CBMs (class-based mentors) to ensure individual training needs are met.

## 9. Mentor Training

Many school-based staff have significant experience of working as a CBM (class-based 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 CBM working with the PCM and the University M&QA Link Tutor, and will be reported to the University Examination Boards.

### Recommendation for QTS:

All trainees in their final school based training must be assessed as 'Met' in each of the eight Teachers' Standards (and Part 2) to be recommended for the award of QTS. This will be monitored and assessed through use of the Assessment Profiles used by the St Mary's trainees. All Primary ITT trainees will be assessed in the 5-11 age range.

### Moderation

Finalist trainee 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.

### Course structure

Please see Appendix 2.

## 11. Safeguarding

St Mary's University will undertake 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 the school.

Schools may wish to 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](#).

Where a school allows an individual to start work in regulated activity before the DBS certificate is available, the PCM should ensure that the individual is appropriately supervised (DfE *Keeping Children Safe in Education*, September 2023).

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 Partnership 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.

It is understood that all partners will do their utmost to avoid late cancellation of school based training and that withdrawal during training is reserved only for **exceptional** circumstances and after communication between Partnership Managers and PCMs.

## 13. De-selection

University M&QA link tutors may de-select schools after consultation with the Head of ITT Partnerships and the PCM in any Partnership School, if there is evidence of an inability to meet the quality assurance demands within this Partnership Agreement. This would be relayed to the PCM in writing.



## Appendix 1: Roles and commitments

### The University will:

1. provide a Programme 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. 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 challenge unnecessary workload demands.

### 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 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 Class-Based 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 CBMs receive appropriate training and support to fulfil their roles in ITT and to the trainee teacher;

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<sup>1</sup> Supernumerary: additional to usual teaching team

8. provide appropriate training and support for trainees including a guaranteed weekly training meeting between CBM 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 affect adversely the quality of the trainee experience in school;
15. closely monitor trainee's work life balance and well-being and challenge unnecessary workload demands.

#### 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 training;
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 towards the end of each training block to moderate mentor judgements of trainees' progress;
3. co-ordinate the on-going development and quality of all ITT mentoring within the school;
4. co-ordinate the school based assessment of the trainees;
5. manage the school-based aspects of any Additional Support Procedure (ASP) for a trainee issues or any issues of concern for a trainee, ensuring that all involved (trainee, CBM, university M&QA Link Tutor) are informed, in good time, of the concerns, targets, time-frame and outcomes agreed.

#### The Class-Based 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. provide induction into classroom procedures, data (e.g. target grades for school pupils), resources and specifications as appropriate;
3. plan a timetable that meets the training needs of the trainee as appropriate and as advised in the training plan;
4. 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;
5. 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;
6. 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;
7. jointly observe with the university M&QA Link Tutor and/or PCM as appropriate as part of their training (agreed in advance);
8. complete the trainee Progress or Assessment Profile by the due date at the end of each block, with the trainee and possibly the university M&QA Link Tutor and/or PCM;

9. identify 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;
10. complete a short evaluation of the school based training to support ongoing improvements within the Partnership.

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 each placement based training to confirm the school's readiness to support the trainee's professional development and to reiterate the expectations concerning the placement based training, including the use of Abyasa;
4. to carry out two QA checks of the placement based training (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 placement based training to support ongoing improvements within the Partnership.

## Appendix 2: Course Calendars 2023–24

ST MARY'S UNIVERSITY								
SCHOOL EXPERIENCE PLACEMENT DATES 2023/24 PRIMARY PHASE								
AUTUMN TERM 2023								
WEEK	DATE	BA(QTS) YR 1	BA(QTS) YR 2	BA(QTS) YR 3	WBR 1	WBR 2	PGCE F/T	PGCE P/T GRP 25
1	14-Aug							
2	21-Aug							
3	28-Aug						Ind Fri 1st	
4	4-Sep						Teaching	Teaching
5	11-Sep				Induction			
6	18-Sep				Teaching	Teaching		
7	25-Sep	Teaching	Teaching	Teaching				
8	2-Oct							W Th
9	9-Oct						M,T&W	W Th
10	16-Oct						M,T&W	W Th
11	23-Oct	HALF TERM						
12	30-Oct							
13	6-Nov							
14	13-Nov							
15	20-Nov	M,T&W					BP 24th Nov	BP 24th Nov
16	27-Nov	M,T&W						
17	4-Dec	M,T&W						
18	11-Dec	M,T&W						
SPRING TERM 2024 Good Friday March 29th; Easter Monday April 1st								
21	Tues 2nd	NO TEACHING					Teaching Th, Fri	NO TEACHING
22	08 Jan			Enhancement				
23	15 Jan			Enhancement				
24	22 Jan			Enhancement				
25	29 Jan			Enhancement				
26	05 Feb		Prep Week				Development	Development
27	12 Feb	HALF TERM						
28	19 Feb					Prep Week 23.2		
29	26 Feb							
30	04 Mar		BP 8th March					
31	11 Mar			Prep Week			BP 15th March	BP 15th March
32	18 Mar	EEMP				BP 22nd March		
33	25 Mar	EEMP					Teaching M T W	Teaching W
SUMMER TERM 2024 Bank Holidays 6th May 27th May								
36	15 Apr				Prep Week 19.4		Consolidation	Consolidation
37	22 Apr							
38	29 Apr			BP 3rd May				
39	06 May							
40	13 May							
41	20 May				BP 24th May		BP 24th May	BP 24th May
42	27 May	HALF TERM						
43	03 Jun		Optional SEND	Top up				
44	10 Jun		Optional SEND	Exit Mon & Tues				
45	17 Jun							
46	24 Jun						Exit days 27/28th	Exit days 27/28th
47	01 Jul						Top Up	Top Up
48	08 Jul						Top Up	Top Up
No of days		42	35 + 10	60	50	50	121	121

## Appendix 3: 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, 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. They plan a cross-curricular series of lessons based around the Sustainable Development Goals in the spring term.

### 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 compliments 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.