



LEEDS BECKETT UNIVERSITY  
CARNEGIE SCHOOL OF EDUCATION

**Leeds Beckett University**

**Carnegie School of Education**

**ITE Partnership  
Agreement  
2022-2025**

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## Introduction

The Leeds Beckett Initial Teacher Training Education (ITTE) Programme is a partnership between individual schools and Leeds Beckett University. The aim of the partnership is to take shared responsibility for high-quality ITTE and to provide student teachers with the best possible preparation for their chosen profession. The responsibility recognises that school staff in the partnership and staff in the university have distinctive contributions, roles, and responsibilities. The aims of the Partnership are to develop the very best teachers and to do that we endeavour to enable all student teachers to succeed. This involves developing student teachers' capacity for enquiry and the evidence-based enhancement of teaching and learning alongside their ability to identify and evaluate existing evidence and generate their own context-sensitive evidence that, in turn, might inform practice more widely.

The Partnership Agreement is reviewed on a three-yearly cycle. The next cycle will be from 1<sup>st</sup> September 2022 and will expire on 31<sup>st</sup> August 2025. This reflects any changes in university practice as well as ensuring continued compliance with the latest [DfE ITT Criteria](#) and supporting advice. The Leeds Beckett University Carnegie School of Education in consultation with our school partners, acknowledge that the ITT Criteria, as published by the DfE, will always take precedence over the Partnership Agreement and will act according to the latest ITT Criteria and supporting advice. Any updates required because of changes to Government or University compliancy will be sent out as a yearly summary.

The partnership also recognises that the well-being of the pupils in school takes priority over all other considerations.

## Duration and Review of Agreement

This agreement is signed by the school at the point of making the university placement offers.

This agreement is between:

- Leeds Beckett University ('The University') of Headingley Campus, Leeds LS6 3QS
- [Partner name and address] ('The Partner')

The duration of this agreement is for three academic years.

This agreement replaces all previous agreements relating to the Partnership which are hereby declared null and void.

The arrangement will be reviewed periodically by both partners.

Both partners reserve the right to remove the agreement at any time and this will be informed in writing (email is acceptable).

## Section 1 – Key Roles and Responsibilities

### Accredited Provider

Leeds Beckett University, through the Dean of Carnegie School of Education and with the support of senior managers of the University, will provide appropriate guidance and support to teacher training partners to ensure that all partners are aware of the regulations and compliance requirements of teacher training, the safeguarding of children and young people, and the provisions of equality and disabilities legislation and adhere to the requirements of specific relevant legislation and guidance including:

- Freedom of Information Act 2000
- Special Educational Needs and Disability Act (2014)
- Education (Health Standards) (England) Regulations 2003 (SI 3139)
- The Childcare (Disqualification) Regulations 2018
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- Higher Education and Research Act 2017
- Higher Education (Fee Limits and Fee Limit Condition) (England) Regulations 2018
- Data Protection Act 2018
- Guidance for Full Opening: Schools (2021)
- Safe working in education, childcare and children's social care (2020)
- Disabled Students' Allowances (DSAs) in higher education
- Disability Rights UK, education and skills guidance for people with disabilities
- Keeping Children Safe in Education 2023
- Public Sector Equality Duties
- ITE Core content Framework for initial teacher training (ITT)
- Ofsted Inspection framework
- Early Career Framework (ECF)
- Quality Assurance Agency for Higher Education (QAA) Guidance

Carnegie School of Education will support individual partner schools and mentors in providing high-quality training provision and applying a fair and transparent selection and deselection process with partners. Support provided will include:

- providing schools with a named Link Tutor for each student teacher on an assessed placement with the school
- ensuring that all partners are kept up-to-date with developments in teacher training;
- ensuring mentor training and other professional training is available to partner schools;
- monitoring and evaluating the quality of teacher training provision by the partnership, and working with partners to act on the outcomes to drive continuous improvement in the quality of training provision and student teacher outcomes;
- involving partners in the recruitment and selection of student teachers, the design, delivery, assessment, evaluation and improvement planning of the teacher training courses;
- managing and analyse data to drive improvement;
- ensuring that teacher training quality assurance procedures are communicated, implemented and that any issues raised are addressed;
- appointing External Examiners and Moderators to quality assure processes and outcomes and act upon their recommendations and commendations;
- ensuring that each partner taking student teachers on assessed school experiences has signed the teacher training Partnership Agreement, operates within its provisions and is remunerated as specified in the fee schedule;
- remaining accountable for all assessment judgments and recommendations, and ensuring that this is understood across the partnership.

#### Partnership Lead (University)

- Development of, in close collaboration with course directors, mentor training for new (to Leeds Beckett) mentors, school briefings and advanced mentor training across all routes.
- Coordination of the placement team to oversee the organisation for University-led placements to

ensure an excellent student experience including overseeing expectations regarding student teacher workload.

- Quality assurance of new placement settings (University-led and School Direct) and sourcing new placements based on subject and regional need for University-led student teachers.
- Work with school leaders, School Direct leaders and professional mentors to support a cohesive teacher training and education programme including overseeing all correspondence to the partnership and development of the partnership webpages.

- Application of quality assurance and enhancement processes across the partnership.
- Planning and delivery of University-led student teacher school induction processes in university.
- Updating and overseeing the administration of all partnership agreements and finance payments.
- Development of partnership handbooks and resources.
- Management of partnership data including records of partnership engagement, collection and collation of data to inform the self-evaluation document, mentor and student teacher satisfaction surveys.
- Development of any VLE or other online platforms related to placement activity.
- Work with Head of Teacher Education to coordinate the School Direct Strategic Meetings, Strategic Partnership Meetings and Link Tutor meetings.
- Contribute effectively to Ofsted inspections.
- Ensure all aspects of the partnership work is in-line with the Professional Regulatory Body requirements (e.g. Ofsted and DfE).
- Strategically manage Early Career Teacher liaison work across the partnership.

### Course Director (University)

- Lead, manage and effectively deliver courses within their responsibility ensuring coverage of the ITT Core Content Framework.
- Ensure that the workload of student teachers is manageable.
- Lead and assist in the recruitment and admissions process overseeing all selection procedures.
- Oversee suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association in partnership with the university admissions team.
- Embed quality assurance processes into the course design and delivery.
- Oversee the management, progress, safeguarding, and health and well-being of student teachers across all subjects and routes.
- Work with partnership team to develop excellent working relationships with School Direct partners, partner schools, colleges and other partners to enhance provision.
- Contribute effectively to Ofsted inspections.
- Foster effective communication and course evaluation mechanisms including the management of the course management committee and course representatives.
- Ensure that all course documentation for prospective and current student teachers is current and accurate including the VLE and electronic portfolio.
- Manage the annual evaluation reporting cycle effectively to analyse and draw conclusions from data to inform critical reflection and evaluation, enhancement planning and appropriate actions.
- Communicate effectively with external examiners, including responding to their reports and managing the moderation process.

### School Direct Lead Link Tutor (University)

- Liaise and support School Direct partnership leads, the Course Directors and partnership team.
- Ensure that the workload of student teachers is manageable.
- Work with Course Directors to ensure delivery of professional studies programme in university.
- Oversee, advise on and quality assure professional studies programme delivered by School Direct partners.
- Support the School Direct partners and partnership team to secure appropriate second school placements.

- Carry out joint observations with School Direct partnership leads to QA mentoring of School Direct student teachers.
- Deliver bespoke training in schools which is based on need.
- Ensure the opportunity to share good practice across School Direct partnership.
- Attend and contribute to School Direct meetings, School Direct recruitment events and School Direct partnership meetings.

### Subject Tutor (University)

- Design of a research-informed curriculum appropriate to the subject, phase and age range crafting experiences and activities, that goes beyond the minimum requirement of the ITT Core Content Framework into a coherent sequence that supports student teachers to succeed in the classroom.
- Work in partnership with expert colleagues.
- Maintain regular communication with the student teacher and school, organising at least one placement visit per term, liaising with the professional and subject mentor in advance.
- Support student teachers to manage their own workload and well-being whilst they train and as they embark on their career in school.
- Provide pastoral, academic support and career guidance.
- Quality assure placements, and judgments against the curriculum, by conducting joint observations with the subject mentor and/or professional mentor and observing the feedback.
- Providing feedback to the partnership to quality assure the placement and the quality of mentoring against the Mentor Standards (2016).
- Regular reviewing of the electronic portfolio to track student teacher progress and well-being providing timely intervention as appropriate.
- Moderate student teacher outcomes across schools, subjects, routes and age phases.
- Mark and moderate assignments.

### Lead Mentor (School)

- To be the first point of contact and to maintain communication with the student teacher, subject mentor (school), School Direct partner (if applicable) and university partnership.
- Support the welfare and undertake the supervision of the student teacher whilst on placement.
- Support student teachers to manage their own workload and wellbeing.
- Organisation and quality assure the school experience, ensuring student teacher entitlement and moderation of midpoint and final assessments.
- Provide an induction programme for each placement that includes access to the school child protection policy, the staff behaviour policy (sometimes called a code of conduct), information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaise with School Direct partner leads (if applicable), subject tutors (university) and subject mentors (school) on the needs assessment of the student teacher, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are Leeds Beckett mentor trained prior to hosting placements.
- Attend School Direct partnership meetings and monitor the attendance of all active subject mentors at mentor training.
- Ensure the delivery of the professional studies programme in the school as applicable.

### Subject Mentor / Class Mentor (School)

- Day-to-day supervision, providing a suitable timetable across two Key Stages (4-year groups) for the student teacher and access to relevant school documentation including access to schemes/units of work and pupil data.
- Ensure the completion of 1 lesson observation per week and coordinate feedback in line with partnership documentation.
- Arrange regular and undisturbed weekly review sessions to review progress and set targets that are regularly monitored.
- Work with lead mentors, School Direct partner leads (if applicable) and tutors to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- Support student teachers to manage their own workload and wellbeing whilst they train.

### Link Tutor (University)

- A Link Tutor is allocated to each student teacher at the start of each assessed school experience placement
- First point of contact with the University for all matters concerning the teacher training course and Leeds Beckett student teachers on school experience
- Quality assure the student teacher's experience in school, including promoting and monitoring the implementation of teacher training policies, procedures and reporting requirements in the school setting
- Work closely with headteachers and senior managers to ensure that the school's link with Leeds Beckett University is developed and enhanced to the benefit of all parties
- Liaise with school staff, university academic and administrative staff, and student teachers in support of each of their allocated student teacher's progress on placement
- Provide expertise, support, advice and guidance to student teachers in collaboration with mentors, mentors and other staff working in the Teacher Training Partnership
- Assess and monitor student teachers' progress on placement, and secure high-quality training and outcomes for each student teacher in their school experience placement
- Support the school in making contact with colleagues in the teacher training Partnership and Leeds Beckett University

### Lead and Subject Mentors (School)

- Liaise and communicate with the subject tutor (university), and as applicable School Direct partner leads, on the progress and assessment of the student teacher against the curriculum.
- Observe and monitor the overall performance of the student teacher on a regular basis and provide verbal and written feedback on lessons observed, using the university lesson observation form.
- Facilitate the student teacher's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- Support student teachers to develop their teaching practice in order to set high expectations of all pupils whilst also considering the workload of the student teacher (mentor standard 2).
- Set high expectations and induct the student teacher to understand their role and responsibilities as a teacher (mentor standard 3).

- Continue their own CPD; investing time to develop a good working relationship with the University (mentor standard 4) including new mentor training and attendance at two school briefings per year.
- When applicable participate in ITE Ofsted inspections and external examiner/course moderator visits.

### School Direct Partnership Lead (School) in liaison with Leeds Beckett University

- Actively advertise and recruit School Direct teacher training places.
- Work collaboratively with Leeds Beckett in the two-stage selection process. The partner is responsible for the school interview process and Leeds Beckett is responsible for the university interview process with both parties agreeing the offer.
- Ensure recruitment is in accordance with the Initial teacher training (ITT): criteria and supporting advice.
- Carry out suitable checks on applicants such as Enhanced Disclosure and Barring Service (DBS) and Code of Good Conduct, prohibition checks and disqualification by association (as applicable for School Direct salaried routes).
- Plan and deliver School Direct student teacher school induction processes.
- Organise appropriate School Direct partner main and second placements for student teachers.
- Quality assurance placements across the School Direct partnership.
- Provide a programme of training agreed through Leeds Beckett.
- Ensure that student teachers are available to attend all university-based taught sessions and any additional courses as required by the programme on which the student teacher is registered.
- Ensure the delivery of an appropriate professional studies programme within the partnership ensuring compliance with the ITT Core Content Framework.
- Agree representation at the appropriate Course Committees including the Strategic Partnership meeting and the School Direct Strategic Meeting Group.
- Supply appropriate partnership documentation.

### Partnership Administrative Lead (University)

- Will lead the partnership team
- Collate University-led school offers and match student teachers to suitable placements that meet their needs.
- Ensure all schools have been quality checked, have completed the health and safety audit and have returned the partnership agreement.
- Ensure that student teachers are placed in at least 2 high quality school settings.
- Inform all parties about necessary changes prior to, during and post placement dates.
- Be the liaison point in the partnership between student teachers, schools and the university including the administration of school documentation.
- Coordinate arrangements for the delivery of new mentor training and school briefing meetings (autumn and spring) keeping a register of attendance.
- Administer finance payments relating to school experience.

### Student Teacher

The ITTE course is an academic and professional preparation to teach that is delivered by a partnership of schools and Leeds Beckett University (Leeds Beckett ITTE Partnership) and student teachers are expected to uphold academic and professional standards of conduct.

The standards for QTS include a clear statement of professional expectations which student teachers are expected to demonstrate throughout their course: A teacher is expected to demonstrate consistently high standards of professional conduct. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality (Teachers' Standards 2011, updated 2013).

Leeds Beckett University also has [policies and codes of practice relating to student conduct](#).

The Fitness to Practice Policy (under Student Conduct) applies directly to ITTE student teachers.

In addition to observing professional and university expectations, student teacher teachers are required to:

- conduct themselves in accordance with the professional expectations of the Standards for QTS;
- work consistently towards exceeding the Standards for QTS requirements;
- demonstrate a professional attitude to ITTE Partnership staff, parents, pupils and course commitments;
- understand and operate within the provisions of all relevant legislation that applies to schools and young people including equality and diversity law;
- ensure that they are fully cognisant of, and work within, the health and safety arrangements in their schools, including safeguarding and child protection, and the school's policies, procedures and codes of conduct;
- complete all required tasks as outlined in their placement handbook and course handbook in relation to the ITTE course
- maintain full, accurate and up-to-date records of their progress on the placement VLE;
- share and critically discuss these reports and records with all ITTE partner staff when required;
- respond constructively, with academic and professional integrity, to advice and guidance offered by trainers and others during their course, when discussing their own, or their pupils' progress;
- take responsibility for their own learning and self-development;
- complete all activities, tasks, assignments and documentation on time and with evident commitment;
- attend punctually all elements of the course including training days in school, and follow absence procedures in schools and in the university;
- maintain effective communications with the university, their placement schools and the individual staff and ITTE student teachers with whom they train, and ensure that all relevant partners have up-to-date contact details for them throughout the ITTE course;
- ensure that they provide to school staff, as required, relevant documentation relating to their course including university policies and handbooks;
- prepare themselves appropriately for each school-experience placement by familiarising themselves with the school's ethos and context, by researching publicly accessible data including the school's website, prospectus, Ofsted report and data dashboard or other relevant DfE data on the school's response to national policy and legislation including the Prevent Strategy.

[Student teacher entitlement whilst on placement:](#)

- One subject mentor meeting focused on review and planning (one hour per week).
- Professional studies taught programme organised by the professional mentor/school lead.
- One formal written subject observation per week.

- One joint observation by the professional mentor (or deputy) during the placement.

### External Examiners

Note: All courses delivered in Universities and Higher Education Institutions (HEI) in the UK have an external examiner. An external examiner is normally an experienced academic from another University or HEI, or in some cases a senior professional practitioner.

The external examiner role is to provide confirmation that the academic standards of the course are similar to those on comparable courses at other Universities/schools and to give an external perspective on the quality of the course. They do this in a number of ways:

- They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.
- They are involved in moderating student teacher work. They do this by receiving samples of work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on student teacher achievements.
- They meet with the course team and student teachers to talk about the course.
- They observe student teachers on placement.
- They attend the University's assessment boards, which is where grades for modules are confirmed
- They provide an annual report to the University, on the academic standards, assessment arrangements and quality of the course. This report is written for tutors but is also made available to student teachers on the course, and is discussed with Student Academic Representatives at Course Management Committee meetings.
- The student teachers they see are from a range of subjects and will be at different stages of development. No inferences should be drawn from the fact that a student teacher has a visit; as far as possible a random sample are observed.

### Meetings and Membership



### Strategic Partnership Committee

The committee meets two times per year

**Membership:** Head of Teacher Education, Partnership Lead, PGCE Secondary, PCGE Primary and UG Course Directors, Partnership Administrative Lead, and School Representatives including members of school management teams, School Direct partnership representatives and mentors.

**Role of the group:** The committee's role is to oversee the partnership arrangements. The group bi-annually reviews the improvement/development plan, keeps partnership agreements under review, examines roles and responsibilities within the partnership and advises on partnership funding

arrangements. The group supports course directors on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme ensuring that all stakeholders are influential in shaping the provision including recruitment, selection and strategic management.

### Quality Assurance Group

The group meets three times per year.

**Membership:** Partnership Lead, and representatives from placement and partnership team, link tutors, School Direct partners and school partners.

**Role of the group:** To quality assure all aspects of student teachers' provision across courses and within placement looking at documentation, VLE, mentor training, link tutor training and assessments made on student teacher outcomes across all years. This group also supports the management of the internal and external moderation process.

### Subject Development Groups

The group meets two times per year.

**Membership:** Subject leads (chair), subject tutors (if applicable), subject mentors from partnership schools

**Role of the group:** To review the LBU ITTE taught curriculum considering the intent, implementation and impact of subject programmes; and the integration of subject development for student teachers between school and university.

### Course Management Committee

The group meets three times a year.

**Membership:** Course Director (Chair), representatives from the University, partner schools, former and current student teachers.

Role of the committee is to:

- Consider the recommendations of the Strategic Partnership Committee
- Advise the Course Director (University) on matters pertaining to the planning, organisation, resourcing, monitoring, review and development of the programme.
- Review annually the operation of the programme and both consider and make recommendations for its improvement.
- Consider programme modifications and developments.
- Consider, from time to time, the need to revise, develop or otherwise substantially alter the programme in the light of prevailing circumstances, and prepare appropriate proposals.
- Develop the brief for External Examiners.
- Contribute to the enhancement plan and the Self-Evaluation Document (SED).

### School Direct Partners Meetings

- This group meets regularly with the Partnership Lead and course directors to ensure that they influence and shape the provision.

### School Partners (not School Direct) Meetings

- This group meets regularly with the Partnership Lead and course directors to ensure that they influence and shape the provision.

## Student Course Representation Group

The group meets at least six times per year

**Membership:** Course Director (Chair), elected students from each group of subject cohort including University-led and School Direct student teachers

Role of the Group:

- Review the operation of the programme providing feedback on both positive and negative aspects.
- Review University facilities and procedures providing feedback on both positive and negative aspects.
- Provide suggestions for the development of the programme.
- Raise concerns about subject courses that have not been addressed within subject groups.

## Section 2 – Recruitment and Selection of Student teachers

Our rigorous selection procedure is clear, accessible, and inclusive and ensures the best possible student teachers are recruited to meet specific local and/or regional needs. Partnerships schools and LBU work closely together to recruit and select throughout the year in accordance with the statutory guidance.

For School Direct, partners and LBU work collaboratively in a two-stage process.

### First stage

LBU will assess the application by checking the qualifications in line with statutory guidance, evaluate the personal statement, and check for any fee status information. Information regarding the eligible candidates will be sent to School Direct partners.

### Second stage

LBU and School Direct Partner leads will liaise regarding interviews. School Direct Partners may want to meet candidates in school, and will make arrangements directly with the candidate. On completion of the interview, a joint decision will be made between the School Direct Partnership Lead and LBU. The outcome of the interview will be recorded on the university system by LBU, and LBU will inform candidates of the outcome.

## Section 3 – Training Criteria

### Age Phases

In line with DfE criteria, training must enable student teachers to acquire the knowledge and skills they need to teach within the phase for which they are training. No training programme should cover fewer than four school years.

### Attendance

Normally, all student teachers will have the opportunity to work in two schools for a minimum of 120 days. Attendance at university (face-to-face and online) and in school must be recorded and verified by mentors on the 'Attendance Register' and submitted on PebblePad.

Full attendance at the placement school is expected from students in line with the student code of conduct. We understand that there will be occasions when students cannot attend because they are unwell or because they have a professional commitment such as a job interview. If a student is unable to go into the placement setting on a day that they are scheduled to attend, this procedure must be followed:

1. Student teacher must contact the Placement School as soon as possible by telephone and follow the school's staff absence reporting procedures. It is helpful if an indication as to the length of absence can be given.
2. Student teacher must contact the Partnership Team
3. Student teacher must contact the Link Tutors.

On each subsequent day that the student teacher remains unable to attend the placement, advise the Placement School, the Partnership Team and the Link Tutors as early as possible that day. Should the absence extend for more than 5 working days, then a medical certificate is required.

1. A copy of the certificate must be sent to the Partnership Team.
2. The Partnership Team will then liaise with the school on behalf of the student until they are ready to return.
3. On resuming the placement, the student should ensure that arrangements are made, which are convenient with school, to make up for any days of absence, where possible.

In line with Department for Education requirements, all student attendance has to be rigorously recorded and monitored.

In cases of extensive absence (5 days or more), the Link Tutors and Mentor may instigate the intervention procedure (see below).

As noted in the code of conduct, student teachers have the following roles and responsibilities:

- There is a requirement to attend all days in University and in school unless there are agreed mitigating circumstances. Student teachers should arrive in good time and dress appropriately (following school advice as applicable).
- Request for absences: normally permission for absence is restricted to attending the funeral of a close relative or to attend a job interview following school protocols as applicable. Absence from university sessions must be agreed with tutors in advance. If absent from school, student teachers must provide supply work for classes to be covered and to communicate this clearly with school mentors.
- Routine doctors and dentist appointments should be booked outside of core university and school hours. Absence for hospital appointments must be negotiated with the university tutor and school mentors as applicable.
- Prospective school visits, prior to applying for a job, must be agreed with the school mentor and tutor in advance. These should be in non-contact time avoiding absence from teaching or taught sessions.

### School Training (not School Direct)

School placements are requested to conduct weekly school professional development meetings during placements for one hour a week or equivalent. These meetings may consider areas that students need to develop as a result of their weekly targets as indicated through the *expected progress statements* on PebblePad. These complement the taught programme in university and must be individualised to the needs of student teachers and support the Observe Feedback Support Review cycle.

### School Direct Training Curriculum

Each School Direct partner will provide a planned and coordinated training programme delivered through the partner schools ensuring coverage against the ITT Core Content Framework as part of the partnership curriculum map. LBU and the School Direct partner will produce a calendar of training by

the summer term prior to the start of the academic year. LBU will quality assure the training programme. This will involve observation and discussions with all those involved in the training in each of the training partnerships. A summary of the training and performance data will be recorded and reported to the partner and disseminated through School Direct Partners Meetings.

### Additional Placements

It may be necessary for a student teacher to experience teaching in different setting(s) including schools with EAL pupils and special schools. These will be arranged by the University or School Direct Partner.

## Section 4 – Quality Assurance Procedures

### Selection of Mentors

All school staff who have not had a student teacher from LBU before must receive new mentor training. This should be booked via the partnership team and typically runs throughout the year.

Partner schools and School Direct partners are responsible for selecting their mentors. In doing so they agree that they are selecting mentors who:

- Have QTS status and successful teaching experience.
- Possess the personal qualities to establish trusting relationships, model high standards of practice to support a student teacher (mentor standard 1)
- Are able to support student teachers to develop their teaching practice in order to set high expectations of all pupils to meet their needs (mentor standard 2).
- Set high expectations and induct the student teacher to understand their role and responsibilities as a teacher (mentor standard 3).
- Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITTE partnership (mentor standard 4).

### Quality Assurance (QA)

At LBU, we believe that ensuring quality of training is everyone's responsibility, both at LBU and at partner schools. In order to ensure that our student teachers are being developed to the highest standards, we have in place a range of quality measures at all levels. These are as follows:

Link tutor visits and mentor meetings have at their heart an ongoing moderation and quality checking role. Tutor visits are primarily to support the subject mentor. The purpose of the joint observation on visits is to aid consistency of assessment across schools and to develop the skills of mentors.

Course management committees will consider enhancement plans, review data on student outcomes, and ensure consistency and quality of student outcomes.

An internal moderation group quality assures the consistency of assessment and mentoring across subjects and schools periodically. Professional mentors also quality assure placements across subjects within a school (see Section 6).

An external moderation group comprises external examiners and mentors from partnership schools. Across all programmes:

- They are involved in reviewing course work assignments and examination questions set for the course and providing an independent view of how appropriate they are for the course.

- They are involved in moderating student teacher work. They do this by receiving samples of work from across the different grades for each module/unit. The purpose of moderation is to check the standards of marking and to form a view on student teacher achievements.
- They observe student teachers on placement.

### The Process of Selection / De-selection of Schools

The process of selection and de-selection of schools is reviewed by the Placement Panel. If a school is identified as not meeting the DfE Criteria for ITT or the responsibilities outlined in this Partnership Agreement, then the university has the right to de-select the school and withdraw student teacher placements. The Partnership Lead (university) will discuss the situation with the relevant school and offer appropriate support to avoid deselection where possible.

**Please note: any Partner School issued with a Notice to Improve or placed in Special Measures should notify the University immediately; placements may need to be suspended for a period.**

However, the University is committed to placing student teachers on all training routes in all phases in a wide range of contrasting settings. This is essential to their development. While there are of course circumstances in which it is neither in the student teacher's nor the school's interests to establish or continue a placement, such circumstances judged on a case-by-case basis. Carnegie School of Education is committed to maintaining strong partnership activity with colleagues in partner schools that are facing challenges. This includes placing student teachers in schools that have been judged by Ofsted to be in special measures, provided that the quality of the training experience can be assured. The University will conduct a risk assessment on the placement.

### Section 5 – Serious Concerns

In the event of a serious concern, for example professional misconduct, that requires the exclusion of a student teacher from the placement, the Partnership Lead and Lead Mentor (where applicable) should be contacted immediately and before any precipitous action is taken.

In the event that a school is unable or unwilling for a student teacher to continue, LBU or partner may attempt to find an alternative placement if the cause is considered to have mitigating circumstances. This will be done openly, acknowledging that if a new placement cannot be found, the course will terminate. Please note a school has the right to withdraw a placement at any time but schools must be aware of the consequences for the student teacher and must complete a placement termination form.

If a student teacher feels that they are unable or unwilling to continue in a placement they must inform their link tutor, the lead mentor, the Course Director and the Partnership Lead. If it is considered the student teacher has grounds for mitigating circumstances the university or partner will attempt to find an alternative placement. The student teacher will be made aware that there are no guarantees of an alternative placement.

If a placement cannot be secured, the student teacher does not engage with placement requirements or does not achieve the professional standards required, then the case will be referred to the Placement Panel. The panel provides a forum to review evidence of the student teacher's engagement with placement requirements and achievement of practice hours, evidence of practice-based competencies (where applicable) and considers all progress indicators to make recommendations for progression. School mentors may be required to provide written evidence of student teacher progress against the curriculum. At this stage, it may be necessary to invoke the University [Fitness to Practice](#) procedures.

At any stage in this process, if matters are considered serious enough, the student teacher may be asked to leave the programme. Support through the University Wellbeing Team will be offered.

## Section 6 – Internal and External Moderation Procedures

### Internal Moderation

- School experience and assessment of student teachers is moderated through shared observations between school mentors and link tutors. Link tutors and mentors will complete relevant sections on the placement VLE as part of the quality assurance system to provide mentors with feedback. Quality assurance is also conducted by School Direct partners.
- Moderation procedures are shared during training events by LBU or at school.
- Additional moderation processes are put in place with student teachers that are identified as not meeting the Teachers' Standards by the end of the course.
- Lead mentors cross-moderate judgements made in their school across subjects, and where applicable, across providers.
- Subject tutors conduct shared moderation visits across different subjects as part of the standardisation procedure.
- School Direct partnership leads organise moderation across the partnership.

### External Moderation

- The university employs external examiners. They act as 'critical friends' of the course and comment on the efficacy of course developments and moderate those involved in the judgment of student teacher progress and outcomes.
- External examiner(s) will visit (in person or virtually) a sample of student teachers in placement schools and will review the student teachers' assignments.
- All examiners and moderators are members of the final examination board.
- External examiners provide a written report which LBU and partner leads respond to as part of improvement and planning processes. Reports are shared with student teachers on the VLE.
- The University also undertakes periodic Department Reviews which feature external colleagues.
- Ofsted inspections.

### Temporary and Permanent Withdrawals from the Programme

Any concerns regarding the progress of a student teacher by the school should be raised initially with the link tutor (university) or Partnership Lead and then the Course Director at the earliest opportunity and before any formal process is put into action.

This procedure should be viewed as a positive step to support and address student teacher issues in a structured manner and to support the student teacher to achieve Qualified Teacher Status (QTS).

It may be that a student teacher's circumstances change in a way that interferes with them completing the course (e.g. pregnancy, or serious illness). In these circumstances student teachers should talk with the link tutor, personal tutor, partnership lead, the lead mentor, and the Course Director. Where appropriate, a decision may be granted that allows a temporary break until circumstances allow a return to, and continuation of the course, to support the student teacher (by the Placement Panel). This would normally be within one year. Temporary withdrawal is not automatically granted where a student teacher is failing the course. Student teachers must arrange to meet with the Partnership Lead or Lead Mentor and complete the withdrawal form. No action will be taken until this form has been completed.

## Student Complaints

Before any Student teacher raises a formal complaint through the relevant complaints procedure, they should be encouraged to informally raise any issues with the relevant Course Director or Head of Teacher Education first. Any complaint received by the University relating in whole or in part to the provision covered by any associated course agreement will be subject to the university's [Student Complaints Procedures](#) available on the University website. School Direct partners should also have clear complaints policies documented.

## Section 7 – Improvement Planning and Self Review

Enhancement plans are continuously being reviewed and completed in line with LBU procedures. All stakeholders are consulted and participate in this process.

These documents are shared with school colleagues and student teachers through the various committees and groups.

- Enhancement planning is based on the rigorous, accurate and systematic analysis of internally validated data focusing on three-year trends. Internal data includes module evaluations, exit and mentor surveys. Where possible surveys are analysed at subject level. Trends are also analysed using externally validated data such as NSS. Responses are analysed and included in the course enhancement plans.
- Rigorous and systematic self-evaluation is extremely responsive to satisfaction surveys from employers, student teachers as well as feedback from course reps meetings.

## Section 8 – Professional Development Opportunities

LBU delivers training to all stakeholders. The range and scope of training changes to meet the needs of the partnership in response to the continuing change in the ITT criteria. Active mentors should take part in refresher training through LBU. Training for school colleagues offers a programme which includes:

- Induction/training for all new mentors.
- Training/development for each school placement.
- Internal and external moderation processes.
- Opportunities to participate in and deliver the training programme and other events as expert colleagues.
- Opportunities to be part of the student teacher recruitment process.
- Opportunities to be part of subject coordination groups.
- Opportunities to take part in
  - Professional Development Frameworks (School Mental Health Award, LGBTQ+ Inclusion in Education Award, Anti-Racist School Award, Coaching, Mentoring and Professional Learning Award, Supervision in Education Award)
  - CPD (Subject development, Senior Mental Health Lead, Anti-Racism Training, Coaching, Mentoring and Supervision)
  - Communities / Networks (Curriculum subject Network, Mental Health, Anti-Racism, AP Research and Special School Networks)
  - Webinars / Working Papers / Free Seminars (Coaching and Mentoring, Anti-Racism, Mental Health)

## Section 9 – Procedures

### Disclosure and Barring Service (DBS)

When the student teachers begin their course, they will have completed an Enhanced Disclosure (ED) check.

Late recruitment to the course may mean that a small minority of student teachers receive their ED check results after the course start date. If this is the case, the university will ensure The Children's Barred List checks have been carried out before a school placement begins and will inform the school.

Where a student teacher has a criminal record of any kind (warnings/ cautions/convictions) the university makes a decision on fitness to practice and would not inform the school.

The university provides schools with a letter confirming that all safeguarding checks have been completed. Student teachers are requested to share this with schools on the first day of their placement along with photograph identification. The university will not share information about the content of disclosure forms.

### Student Teachers from Overseas

Student teachers from overseas who teach in schools in England should be subject to criminal record checks, including a check of the children's barred list. The Home Office has published guidance on criminal records checks for overseas applicants.

The university checks that candidates are not subject to a prohibition order issued by the Secretary of State and/or are not prohibited to teach in another country of the European Economic Area (EEA). The lists of prohibited teachers can be found via the Teacher Services System.

### Safeguarding Expectations of University and School Experience Tutors

Tutors employed by LBU will be required to have DBS checks. The most recent [publication](#) outlines the professionals who are regarded as being in 'regulated activity'. University tutors are not within this remit but will, to ensure good practice, have a valid DBS check.

University tutors will carry an employee's card, which will have photographic identification. This will be shown at reception to confirm that the tutor is an employee of LBU.

All student teachers are DBS checked and an expectation is that tutors visiting schools are accompanied during their visit either by student teachers or colleagues from the school.

Individual schools will make decisions about how they want to manage this aspect of the school experience process and some may choose to complete a risk assessment.

Professional mentors must provide all student teachers with the following documentation:

- 'Keeping Children Safe in Education' document (2016).
- The child protection policy.
- The staff behaviour policy (sometimes called a code of conduct).
- The role of the designated safeguarding lead.

## Section 10 – Compliance with Legislation

The university ensures that all initial teacher training and education courses satisfy the [ITT criteria](#) specified by the Department for Education. The university reviews and updates provision so that it continues to meet these criteria and associated legislation.

## Section 11 – Intellectual Property

Copyright in all processes and systems relating to the award of credit and to university awards will remain with the university and must not be used in any other context without permission.

All intellectual property rights including copyright of teaching materials developed for programmes delivered through The Partnership will remain the property of the party responsible for their development. In the case of joint courses, intellectual property rights will be jointly held for the duration of the related partnership agreement and must not be used by either party in any other context without permission.

In the event of the Partnership Agreement being terminated, intellectual property rights for all teaching materials will revert to the party responsible for their development. The award will remain the property of The University.

In signing this Agreement, approval is hereby given by The Partner and The University for appropriate institutional and programme information to be available for public access via the internet as required by the QAA, HEFCE and other similar national organisations.

### Publicity and Marketing

The University and The Partner agree to use all reasonable endeavours to promote the reputation of the other and, in particular, to promote the collaborative provision and activities developed through this agreement.

No trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The University may be used by The Partner on any advertising without prior written permission from The University.

Equally no trademarks, logotypes, kite marks, symbols or other emblems owned or awarded by The Partner may be used by The University on any advertising without prior written permission from The Partner.

### Finance

The full scale of payments for LBU placements and training will be sent in addition to this partnership agreement. The scale of payments will be reviewed annually and updates will be sent to all partners.

### ITTE Training and Management Costs

LBU provides schools with the following:

- An academic award with Masters Credits and Teacher Status Qualification for student teachers.
- Centrally provided training through phase related, subject specific and professional studies modules and programmes that meet the minimum requirements set out in the Initial Teacher Training (ITT): Core Content Framework.
- Robust recruitment and selection processes through the university admissions team, academic staff and administration staff support.
- High quality tutor support for schools throughout all placements and beyond the initial teacher training for schools employing Early Career Teachers (ECTs).
- Joint research opportunities between schools and academic professionals from the university.
- Mentor training, peer and coaching courses for school staff and university tutors.
- School briefings before each placement as a means of communication, knowledge exchange and transfer as well as continued professional development.

- Informal and formal opportunities for university expertise in ITTE to be shared through network meetings and conference events.
- Quality assurance for all schools in the partnership and a programme of internal moderation between school and university mentors and tutors.
- Appointment of relevant and experienced external examiners in all programmes.
- Expertise across the University for school support such as communications, advertising of school vacancies and the full range of student services.

## Data Protection Legislation

LBU's Data Protection Policy is published at [https://www.leedsbeckett.ac.uk/-/media/files/policies/information-governance/upig\\_data\\_protection\\_policy.pdf](https://www.leedsbeckett.ac.uk/-/media/files/policies/information-governance/upig_data_protection_policy.pdf)

The University will update information held in its records as notified by the partnership school or by the student teacher. With regards to partnership school, we will annually seek to verify the information held. The information will be held in line with the [University's Records Retention Schedule](#). The University will not share the information received from the Partnership School or its student teachers with any third party, including outside of the EEA, without the consent of the student teacher and/or the school.

We recognise the importance of protecting the personal data of all individuals and the particular concerns relating to children's data. Student teachers will be given training in processing of pupil's data and the requirements of the Partnership School in relation to appropriate storage and processing. Partnership Schools are required to ensure that student teachers understand the School's processes in relation to data protection, including the transfer of personal data off site. In addition, Partnership Schools are required to ensure that their privacy notices include specific reference to children's personal data being shared with student teachers as necessary.

In the event of a data breach, the student teacher is instructed to inform the school and the university immediately. In the event of the University suffering a data breach in relation to data relating to student teachers the Partnership School will be informed as soon as is practicable after the breach is identified.

## Equal Opportunities

The University Policy relating to Equality, Diversity and Inclusion is available at [https://www.leedsbeckett.ac.uk/-/media/files/policies/human-resources/uphr\\_equality\\_diversity\\_policy.pdf](https://www.leedsbeckett.ac.uk/-/media/files/policies/human-resources/uphr_equality_diversity_policy.pdf)

## University Health and Safety Provision

The University Policy relating to Health and Safety is available at [https://www.leedsbeckett.ac.uk/-/media/files/policies/safety-health-and-wellbeing/uphs\\_safety\\_health\\_wellbeing\\_policy\\_statement.pdf](https://www.leedsbeckett.ac.uk/-/media/files/policies/safety-health-and-wellbeing/uphs_safety_health_wellbeing_policy_statement.pdf)

It is the University's responsibility to make student teachers aware of this policy and to ensure that they understand procedures related to their practice – in consideration of their own and others' welfare.

The University will also make student teachers aware of:

- The agreement between the school and university (partnership);
- Who to contact at the University should an issue arise relating to Health and Safety.

## School Health and Safety Provision

LBU expects that the necessary legal requirements in relation to health and safety, equal opportunities, disability legislation and other relevant legislation are addressed by the school and its governing body as part of its normal procedures and are applied to all those working in the school. In this respect, the school agrees to ensure the following:

- A current Health and Safety policy.
- The student teacher should receive a copy of the above, or know where it is always available.
- There is a policy regarding health and safety training for people working in their establishment including use of vehicles, plant and equipment.
- The student teacher will be provided with a full induction on their first day, including all necessary health and safety training including fire evacuation and workstation assessment if applicable.
- Employer and Public Liability Insurance.
- School insurances cover any liability incurred by a placement student teacher as a result of his/her duties as an employee.
- The school has carried out an assessment of work practice to identify possible risks whether to the school's own employees or to others on their premises.
- Risk assessments are kept under regular review and the results of risk assessment are implemented.
- There is a formal procedure for reporting and recording accidents and incidents in accordance with RIDDOR and other legislation.
- There are procedures to be followed in the event of serious and imminent danger to people at work in the school's premises.
- The school will report to the university all recorded accidents involving placement student teachers.
- The school will report to the university any sickness involving placement student teachers which may be attributable to their work.
- The school has a Safeguarding Policy, which is made available to the student teacher and the student teacher will be inducted in child protection issues.
- The student teacher will be made aware of suitable contact persons within the school relating to issues of Health and Safety (as above) and Equal Opportunities.

## Financial Annex (Reviewed Annually)

### University-led Initial Teacher Training and Education

Placement	Duration	LBU Payment to School per Student Teacher
<b>Undergraduate</b>		
Holistic Placement	2 weeks	£50
Phase 1: EYFS & KS2	6 weeks	£240
Phase 1: KS1	6 weeks	£300
Phase 2 and 3: EYFS & KS2	8 weeks	£320
Phase 2 and 3: KS1	8 weeks	£400
KS1 (RESIT)	6 weeks	£300
EYFS & KS2 (RESIT)	6 weeks	£240
<b>PGCE Primary</b>		
EYFS & KS2	15 weeks – 17 weeks	£416
KS1	15 weeks – 17 weeks	£520
EYFS & KS2 (RESIT)	7 weeks	£320
KS1 (RESIT)	7 weeks	£400
<b>PGCE Secondary</b>		
KS3&4	15 weeks – 17 weeks	£476
RESIT	7 weeks	£320

These payments are intended to cover:

- The provision of resources and support including high quality mentoring and teacher training coordination and to provide student teachers with opportunities to observe, practise and develop high quality teaching and learning, and training, appropriate to their training needs
- Additional support for student teachers with Special Educational Needs and/or disabilities or other additional needs
- Attendance at student teacher selection and other interviews as required
- Attendance at University committees as required
- Activities in relation to visits by Ofsted teacher training Inspectors
- Activities in relation to visits by External Examiners

### School Direct Initial Teacher Training and Education

Non-salaried student teacher £3,900 per student teacher

This payment is intended to cover:

- The provision of resources and support including high quality mentoring and teacher training coordination and to provide student teachers with opportunities to observe, practise and develop high quality teaching and learning, and training, appropriate to their training needs
- Additional support for student teachers with Special Educational Needs and/or disabilities or other additional needs
- Developing an integrated curriculum (between what students do in school and University) for study for students which is shared with LBU
- Attendance at student teacher selection and other interviews as required
- Attendance at University committees as required
- Activities in relation to visits by Ofsted teacher training Inspectors

- Activities in relation to visits by External Examiners
- Cost of QTS and PGCE elements of a student teacher's programme
- All University costs including administration

Payments for non-salaried School Direct student teachers will be made by the University in two installments in the Autumn and Spring terms. There will be no second payment should a student withdraw in the Autumn term. No additional payments will be made for School Direct partners attending student teacher selection or other interviews.

The University gives autonomy to School Direct partners to use any payments received in connection with School Direct partnership with Leeds Beckett in any manner they feel best enables them to fulfil the terms of this partnership agreement.