



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION

Leeds Beckett University

Carnegie School of Education

**ITE Partnership
Agreement
2025-2028**

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Introduction

The Leeds Beckett University 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 1st September 2025 and will expire on 31st August 2028. 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 compliance will be sent out as a yearly summary.

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

To support our students' wellbeing all partners, have a collaborative responsibility to ensure that they have a safe emotional and working environment. The partnership between student teachers, schools and the university recognises that the wellbeing of student teachers requires open communication.

Anyone and everyone who works with student teachers has a role to protect their mental health and wellbeing. Any concerns, no matter how small, should be reported to either the student's university Lead Mentor and/or Personal Tutor.

When starting a new placement, we ask that:

- the school shares their policy and practice in supporting staff wellbeing with the student teacher
- the school identifies who students can go to should they need support.

If there are any concerns about students on placement, these should be communicated to the university Lead Mentor straight away. The university Lead Mentor will work in collaboration with the school to ensure that the student teacher is supported and any actions needed are implemented.

Duration and Review of Agreement

This agreement is signed by the school/college 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
- Health & Safety at Work etc. Act 1974
- Management of Health & Safety at Work Regulations 1999
- Public Sector Equality Duties
- Initial Teacher Training and Early Career Framework (ITTECF)
- Ofsted Inspection framework
- Quality Assurance Agency for Higher Education (QAA) Guidance
- DfE ITT Provider 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 university Lead Mentor 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 school-based Mentor training and other professional training compliant with DfE Provider Guidance 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 analysing 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 at Leeds Beckett University

- 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 and sourcing new placements based on subject and regional need for university-led student teachers.
- Work with school leaders and school-based 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 (i.e., PebblePad) or other online platforms related to placement activity.
- Work with Head of Teacher Education and Mentor Development Lead to coordinate university Lead Mentor 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).
- Along with the Level Lead for PG Primary, strategically manage Early Career Teacher liaison work across the partnership.

Mentor Development Lead

- Development and coordination of, in close collaboration with Course Directors, initial and ongoing training for school-based Mentors and university Lead Mentors.

Course Director (University)

- Lead, manage and effectively deliver courses within their responsibility ensuring coverage of the Initial teacher training and early career framework (ITTECF).
- 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 wellbeing of student teachers across all subjects and routes.
- Work with partnership team to develop excellent working relationships with 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 that on PebblePad.
- 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.

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 ITTECF 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 school-based Mentor in advance.
- Support student teachers to manage their own workload and wellbeing 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 school-based 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 wellbeing providing timely intervention as appropriate.
- Moderate student teacher outcomes across schools, subjects, routes and age phases.
- Mark and moderate assignments.

University Lead Mentor (University)

- A university Lead Mentor 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 school-based 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

School-based Mentor (School)

- To be the first point of contact and to maintain communication with the student teacher 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 assurance the school experience, ensuring student teacher entitlement and moderation of Progress and Final Reviews.
- 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), the school's health and safety policy, information about the role of the designated safeguarding lead and a copy of Keeping Children Safe in Education.
- Liaise with subject tutors (university) on the needs assessment of the student teacher, providing intervention in a timely manner.
- Ensure all active mentors have QTS and are enrolled on Leeds Beckett mentor training.
- Ensure the delivery of the professional studies programme in the school as applicable.
- Establish trusting relationships, modelling high standards and providing support (mentor standard 1).
- 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.
- 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).
- 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.
- 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.
- Facilitate the student teacher's school-based assignments within the classroom, liaising with other teachers if appropriate.
- Work with university Lead Mentors to determine timely and accurate assessment of progress towards the curriculum using partnership documentation.
- 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 one mentor conference per year.
- When applicable participate in ITE Ofsted inspections and external examiner/course moderator visits.
- **It is important to note that our student teachers are supernumerary.** Whilst we hope that as they develop in their teaching on placement, students start to see themselves as the teacher of their class(es), it is important to note that whatever stage they are at on a course, they are supernumerary and not the actual teacher. Of course, our students do have DBS clearance, so

there is no issue with them being alone with children from a safeguarding perspective however:

- For 3-7 EYFS placements, in line with recent [regulatory changes](#) we would expect that our students are not left alone with a class at any time.
- For all other placements, there should be another adult in the room with our student, be that the school-based Mentor, another teacher or HLTA/TA. Students should not be used by the school as a full-time teacher replacement. Students need to always be with a qualified teacher in higher risk lessons, such as PE, DT or science practical lessons. Being alone in an occasional lesson that are not higher risk is fine, or, for example, if the school-based Mentor needs to leave to do something else.

Professional Placement Team Leader (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 and have returned a completed School Information form confirming school-based Mentor information, class details and that they will comply with the terms of the Partnership Agreement.
- Ensure that student teachers are placed in at least two 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 mentor training and conferences keeping a register of attendance.
- Administer finance payments relating to school experience.

Student Teacher

The ITE course is an academic and professional preparation to teach that is delivered by a partnership of schools and Leeds Beckett University (Leeds Beckett ITE 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 2021).

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 PebblePad;
- 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 (1.5 hours per week).
- Professional studies taught programme organised by the school-based mentor/ITT school lead.
- One formal written subject observation per week.
- One joint observation by the ITT/ITE coordinator (or deputy) during the placement.
- 20% non-contact time taken in line with school's policy and in agreement with the school-based Mentor.

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.

- The partnership team will work with placement schools in organising the external examiner visits.
- 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 Memberships

Teacher Education Leadership Group

The group meets monthly

Membership: Head of Teacher Education, Partnership Lead and Course Directors. Others maybe be invited as needed, for example, the Mentor Training Lead or the Placements Team Leader.

Role of the group: To consider and make the strategic decisions required for all aspects of provision across courses and within placement, including documentation, PebblePad, quality assurance, university Lead Mentor and school-based Mentor 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: Level Leads (chair), subject tutors (if applicable), school-based Mentors from partnership schools

Role of the group: To review the Leeds Beckett University 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.

Student Experience Committee

The group meets once per semester.

Membership: Head of Subject or nominee (Chair), Course Directors, Level Leads, Partnership Lead and Course Reps

Structure: Agenda to follow NSS / PTES headings and minutes with actions are taken by the relevant Course Administrator.

Student Experience Community Conversations

The group meets monthly

Membership: Level Lead or nominee (Chair) and Course Reps

Structure: Agenda set by the participants through the Level Leads. Set items include student voice, external examiner reports, curriculum modernisation and minor modifications. Minutes with actions are taken by the relevant Course Administrator

Placement Mitigation and Student Concerns Panel

Membership: Head of Teacher Education (Chair), Partnership Lead, Course Directors and Level Leads

Role of the panel is consideration of individual student placement issues and consistent decision making with regards to actions.

Placement Panel and Progress Meeting

Membership: Head of Teacher Education (Chair), Partnership Lead, Course Directors and Level Leads

Role of the meeting include data analysis to determine trends, review and standardise judgements (moderate the outcomes of placement assessment decisions) to establish boundaries and improve processes.

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 Leeds Beckett University work closely together to recruit and select throughout the year in accordance with the statutory guidance.

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

All student teachers will have the opportunity to work in a minimum of 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 their university Lead Mentor.

On each subsequent day that the student teacher remains unable to attend the placement, advise the Placement School, the Partnership Team and their university Lead Mentor 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 university Lead Mentor and school-based Mentor may instigate the intervention procedure (see below).

If a student is off for more than 7 working days, depending on the nature of their illness, they may need a fit note (or Statement of Fitness for Work) from a healthcare professional.

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.
- Absences for driving tests or holidays booked after the course had started will not be authorised.
- 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

Student induction into the school should include consideration of its policies, codes of practice, and other arrangements and expectations, including dress and self-presentation of teaching staff and student teachers. Access to relevant internal documentation and clear guidance on protocols and limitations as to their use should be covered. Students may need to meet with key members of staff early in their placement, for example, the Designated Safeguarding Lead, SENDCo, etc.

It is a DfE requirement and expectation that schools will arrange for mentors to conduct weekly school professional development meetings with their students during placement for 1.5 hours per week. Payments by the university to schools are made to compensate for the additional resource requirement. These meetings will 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.

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.

Principles of Leeds Beckett Intensive Training and Practice inputs (ITAPs)

Intensive training and practice (ITAP) is a specific and focused element of the ITT curriculum. It is intended to help consolidate students' knowledge of key evidence-based principles for effective teaching, and to enable them to practice their application and integration into their developing professional practice. It is designed to give students appropriate input, scaffolded practice and feedback in relation to selected foundational and specific aspects of the ITT curriculum where close attention to and control of content, critical analysis, application and feedback are required.

Purpose of ITAP

The main aim of ITAP is to strengthen the link between evidence and classroom practice, therefore elements of ITAP will need to take place

- In a school environment.
- Via students rehearsing and reflecting on parts of teaching in lower-stakes, supportive settings where students can receive feedback from teacher educators and peers.
- By the university directly or virtually.

ITAP will need to be led and supported by an appropriate range of experts, including:

- experienced and effective teachers
- subject specialists
- school-based Mentors and university Lead Mentors
- lecturers
- university tutors

Key features

The key features of intensive training and practice involve:

- expert input – this would typically include:
 - an introduction to the aspect of practice (e.g. questioning, explanations, routine setting, specific behaviour strategies) with an examination and critical analysis of the evidence base underpinning it.
 - observations of examples (and potentially selected non-examples) in practice via video or live practice.
 - deconstruction of the preceding two areas of expert input with an attention to the detail that has positive (or sometimes negative) impact.
- opportunities for students to plan and practise ITAP in a low stakes (possibly simulated) environment.
- opportunities for students to practice in a live classroom context.
- expert feedback on, and critical analysis of, the student practice, in both contexts - this should include deconstruction of both positive features and areas for further development.
- expert feedback that links coherently to the expert input at the beginning of the sequence.
- opportunities to apply the aspect of practice in the near future and beyond – ideally in multiple contexts and practice situations.

How ITAP is different from the rest of the ITT curriculum and school placements

ITAP should focus tightly on specific, foundational, or pivotal areas of the ITT curriculum. It is an opportunity for careful sequencing of content, so that it is clear why each successive focus for ITAP has been chosen, including how it builds on content previously covered and prepares for the next stages in the training programme.

Effective mentoring may well include many of these elements. However, standard placement experience is necessarily more immersive in character. It is unrealistic that it can facilitate all these requirements with the intensity of specific expert input, practice and feedback on the carefully selected

and sequenced focus areas of ITAP.

What is expected from school partners is the understanding that there will be days on placement when students need to be given the time to complete school-based tasks.

The intensive training and practice element, in which students experience a minimum of 4 weeks (postgraduate) or 6 weeks (undergraduate) of ITAP, is additional to the 120 days spent on general school placements. This will not be delivered in a single block.

Selection of ITAP topics

Please see the separate ITAPs booklets for each course for more information about the topics that the ITAPs will cover and guidance on student tasks.

Section 4 – Quality Assurance Procedures

Selection and training of school-based Mentors

All school staff who are to be school-based Mentors, i.e., they will be mentoring at least one of our students, will work towards an initial 20 hours of training in their first year. After this, school-based Mentors are expected to undertake 6 hours of ongoing training per year.

Partner schools are responsible for selecting their school-based Mentors. In doing so they agree that they are selecting school-based Mentors who:

- Have QTS status and successful teaching experience.
- Are not ECT1 Early Career Teachers (ECTs). We do allow ECT2 teachers to be school-based Mentors if the teacher is strong and both school and the ECT2 agree to this.
- 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).

It is important to note that

- **Senior Leaders, or part-time, job share, or supply teachers might not be suitable to be school-based Mentors unless they have sufficient time and resources to carry out the requirements of the school-based Mentor role as per the Partnership Agreement.**

Quality Assurance (QA)

At Leeds Beckett University, we believe that ensuring quality of training is everyone's responsibility, both at Leeds Beckett University 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:

University Lead Mentor visits and mentor meetings have at their heart an ongoing moderation and quality checking role. University Lead Mentor visits are primarily to support the school-based 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. School-based Mentors also quality assure placements across subjects within a school.

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 de-selection 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 university 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, Leeds Beckett University 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 in this case, the school must complete the placement termination form on PebblePad.

If a student teacher feels that they are unable or unwilling to continue in a placement they must inform their school-based Mentor, the university Lead Mentor and the Course Director. If it is considered the student teacher has grounds for mitigating circumstances the university 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-based 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 practise 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-based Mentors and university Lead Mentors. School-based Mentors and university Lead Mentors will complete relevant sections on the PebblePad as part of the quality assurance system to provide mentors with feedback.
- Moderation procedures are shared during training events by Leeds Beckett University 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.
- At points of Progress Review, a selection of university Lead Mentors moderate a 10% sample of students PebblePad workbooks and report their findings.
- Partnership Lead conducts shared moderation visits across different subjects as part of the standardisation procedure.

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. It is important to note that when an External Examiner visits a school, they are in no way inspecting or judging the school, they are scrutinising and evaluating the university's processes.
- The Placements Team will liaise with the schools selected to arrange this visit. Unless there are exceptional circumstances, if selected, it is expected this visit will take place.
- All examiners and moderators are members of the final examination board.
- External examiners provide a written report which Leeds Beckett University and Partnership Leads respond to as part of improvement and planning processes.
- The University also undertakes periodic Department Reviews which feature external colleagues.
- Ofsted inspections provide a final layer of external moderation.

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 university Lead Mentor and then the Level Lead 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 school-based Mentor, Personal Tutor, Level Lead and university Lead Mentor. Beyond this, they may talk with the Partnership Lead and/or 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 university Lead Mentor or Level Lead 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.

In our University community there is no place for discrimination, bullying, any form of harassment, abuse or sexual misconduct, including when students are on placement. In the event students experience any behaviour of this description, please refer Students to the University's [microsite](#) which includes comprehensive information on the University's policies, reporting procedures, training and the support that is available to them. Where the issue relates to Partner staff or services, we suggest students initially discuss the issue with a member of the University Course team, but they can also report concerns to the University via [Support Report Respect](#), and/or directly via the Partner's reporting mechanism, but any investigative and disciplinary process in relation to Partner staff will be pursuant to the Partner's processes and policies. In either case, support will be available from the University throughout the process.

The Partner acknowledges that the University is subject to regulatory requirements imposed by the Office for Students including condition of registration E6 relating to harassment and sexual misconduct.

The Partner will support the University in its compliance with these requirements by providing:

- a reporting mechanism through which Students can report incidents of harassment and sexual misconduct by staff or service users to the Partner;
- appropriate and fair procedures through which complaints of harassment and sexual misconduct can be investigated and disciplinary action taken if necessary;
- training for staff involved in investigating and dealing with such complaints.

The University will notify the Partner of any complaint received from a Student about harassment and sexual misconduct by a member of the Partner's staff or a service user, and the Partner agrees that it will investigate any such complaint in accordance with its procedures.

The Partner will notify the University on a quarterly basis of any complaint received by the Partner from a Student about harassment and sexual misconduct and the steps taken by the Partner in response to that complaint.

Section 7 – Improvement Planning and Self Review

Enhancement plans are continuously being reviewed and completed in line with Leeds Beckett University 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 the student experience committee.

Section 8 – Professional Development Opportunities

Leeds Beckett University 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 school-based Mentors should take part in ongoing training through Leeds Beckett University. Training for school colleagues offers a programme which includes:

- Induction/training for all new school-based 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, Anti-Racist School Award, Coaching, Mentoring and Professional Learning Award, Supervision in Education Award)
 - CPD (Subject development, 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 will complete all necessary checks and make a decision on fitness to practice. The university

would inform the school that the student is safe to be in school.

The university provides schools with a Letter of Assurance 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 university Lead Mentors](#)

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

University Lead Mentors will carry an employee's card, which will have photographic identification. This will be shown at reception to confirm that the university Lead Mentor is an employee of Leeds Beckett University.

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.

School-based mentors must provide all student teachers with the following documentation:

- 'Keeping Children Safe in Education' document (2023).
- The child protection policy.
- The staff behaviour policy (sometimes called a code of conduct).
- The role of the designated safeguarding lead.
- The school's Health and Safety Policy

[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

Leeds Beckett 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 Leeds Beckett 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 Leeds Beckett University on any advertising without prior written permission from The Partner.

Finance

The full scale of payments for Leeds Beckett University 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

Leeds Beckett University 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 ITTECF.
- 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-based Mentors and university Lead Mentors.
- 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

Leeds Beckett University's Data Protection Policy is published [here](#).

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 of Education'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.

ESTEEM Mentor Learning Experience Platform

User data provided through the Learning Experience Platform (LXP) is stored securely in accordance with UK GDPR and data protection best practices. The data collected is limited to what is necessary for user account creation and participation in the training programme (e.g., name, email address, and usage data). We use this data solely to support user access, learning progression, and platform support. We do not sell, share, or use this data for marketing purposes or any purpose unrelated to the delivery of the LXP service. The LXP provider's privacy and MSA policies can found on their website: <https://learningpool.com/privacy-policy> and <https://learningpool.com/combined-msa-uk/>

Equal Opportunities

The University Policy relating to Equality, Diversity and Inclusion is available [here](#).

Health and Safety Responsibilities

The University Policy relating to Health and Safety is available [here](#).

Please see the Leeds Beckett ITE Quality Assurance Policy for details of the Carnegie School of Education: Initial Teacher Education (ITE) Placements risk assessment.

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.

Course Director

- The course Directors oversee the management, progress, safeguarding, and health and wellbeing of student teachers across all subjects and routes.
- They 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.

Partnership Lead

- Completes a desktop review of all new partnership schools. To include review of
 - Ofsted report
 - ethos/vision
 - policies including
 - safeguarding
 - behaviour management
 - health and safety
 - SEND provision
- And if available
- school development plan
 - results
 - financial information

Professional placement Team Leader

- Ensure all schools have been quality checked and have returned a completed School Information form confirming school-based Mentor information, class details and that they will comply with the terms of the Partnership Agreement.

Student teacher

- 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.

Partnership Schools

Leeds Beckett University 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 | Leeds Beckett University Payment to School Per Student Teacher |
|--|--|--|
| Undergraduate | | |
| Holistic Placement | 2 weeks | £50 |
| Phase 1 (including resits): EYFS & KS2 | 6 weeks | £240 |
| Phase 1 (including resits): KS1 | 6 weeks | £300 |
| Phase 2 and 3 (including resits): EYFS & KS2 | 8 weeks | £320 |
| Phase 2 and 3 (including resits): KS1 | 8 weeks | £400 |
| PGCE Primary | | |
| EYFS & KS2 (including resits) | Full time: 15-17 weeks Part time: 24-25 weeks | £416 |
| KS1 (including resits) | Full time: 15-17 weeks Part time: 24-25 weeks | £520 |
| PGCE Secondary | | |
| KS3&4 (including resits) | Full time: 15-17 weeks Part time: 20-25 weeks | £476 |

Our payment policy is:

- Student teacher is on placement for less than 1 week = no payment made
- Student teacher's placement ends prior to the Progress Review = half payment
- Student teacher's placement continues beyond, or ends after the Progress Review = full payment

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