|  |
| --- |
| **Uncategorised\_ Inadequate\_ New(Free)\_AP Schools QA template** |
| **Partners to complete the form together with a University Partnership Tutor or SD PPL/UPL** |
| [**https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice#c23-training-in-schools**](https://www.gov.uk/government/publications/initial-teacher-training-criteria/initial-teacher-training-itt-criteria-and-supporting-advice#c23-training-in-schools)**C2.3 Training in schools*** **ITT providers should be satisfied themselves that partner schools have the capacity to undertake their responsibilities.** Where a school has serious weakness or is in special measures, it may still be possible for providers to use the school, especially if the improvements to be made do not affect the subject or age range of the training. **The partnership needs to be confident that the trainee will not be disadvantaged by the school experience and the situation should be kept under close review**.
* **Training may take place in a special school or in a pupil referral unit (PRU**), particularly where a provider chooses to offer an additional specialism in special educational needs. In these cases, **providers should ensure that the design of the overall training programme would enable trainees to demonstrate all of the Teachers’ Standards across the age and ability range of training.**

Where the University enters into a partnership agreement with schools/setting above. Student teachers will be placed in areas that allow them to observe and participate alongside **Expert (mentor trained), QTS qualified, Good quality T&L practitioners.** * The University of Cumbria are confident that ITT can / should help & have impact in the types of provision outlined above.
* Indeed; our **ambitious curriculum** intent “To support and aid ‘**Challenging disadvantaged**’ in communities” continues to focus our partnership on including everyone where we can help to add value.
* In all circumstances we take a quality assurance check of each placement / experience to ensure that trainee teachers can continue to develop, well supported by expert colleagues, to meet the national teacher standards by the end of their programme.
 |
| **Name of School** |  |
| **Cluster:** |  |
| **University Partnership Tutor:** |  |
| **Partnership Evaluations & Comments** |

|  |
| --- |
| **Key Strengths of School in Relation to Supporting ITE Placements:** (e.g. highly trained mentor/s, very supportive of trainees, trainee feedback, attend cluster meetings etc) |
|  |
| **Any Additional Support Given or Needed to Enhance ITE Placements:** (e.g. mentor update training recently delivered, additional PT work in school, what we could offer to further support school improvement) |
|  |
| **Where school is operating in a Category 4 area (Inadequate, special measures etc) or where a school is a recent ‘sponsored’ academy converter….** |
| **CEO, Principal, Executive head or Director (please complete below)** |
| * We can confirm that in discussion with a university partnership tutor, we have looked at and agreed the partnership agreement: roles and responsibilities; also the aims of the student placement/experience being considered to ensure that the trainee teacher will be able to progress in assessment against the national teacher standards in the context of the age/phase for which they are training.[ ]
* We feel that our school / setting has the capacity, resources and support within our structure (MAT) to support ITT placements / experience. [ ]
* Above we have outlined areas of strength of the experience and identified any further support the partnership will put in place. [ ]
 |
| **UPT Recommendation:** |
|  |
| **Date:**  |  |
| **Signed:** | **Partner:** | **UPT:** | **Schools & Colleges Partnership Manager:** |
|  |  |  |