**The University Of Cumbria- Institute Of Education: School Partnership Engagement organisation structure (Organogram).**

The aim of this diagram is to show how our ITE structure operates and where key individuals, working groups or committees have ownership allowing us to maintain an overview of our partnership quality & delivery; at all times we are focussed on how school/setting partners can help drive up the quality of our student & stakeholder focused approach.

As you can see, by looking at the diagram, we have shown it to focus on hierarchy and important steps in the ITT Process as an institution: strategy leadership, management of delivery, quality assurance, evaluation and tie in with recruitment processes and research integration.

1. In the first layer we note the need for a stakeholder group that works closely with our institute leaders to set & monitor strategy within our partnership. The group consists of university Partnership leads, Principal Lecturers, wider university services (as necessary e.g. safeguarding or administration leads), programme delivery experts and Partnership Tutors all working alongside system leaders, senior school/setting leaders and a range of school mentors (some of which are accredited qualified lead mentors). The committee reflects our range of ITT provision, Core QTS, SD QTS, UG Education and where necessary focuses around CPD, PGT and AO provision. Having set key partnership foci the stakeholder committee ask the Institute Leadership team to action priorities and report analysis of evaluation.
2. The second layer of the organogram highlights the individual roles / personnel who lead elements of partnership and programmes delivery; Responsible for redesign of course content, structure and processes to improve trainee outcomes alongside implementing quality content, sequence, structure and processes to improve (our design & delivery stage).

Subject quality co-ordinators are a vital link between subject teams, programmes and curriculum development mechanisms. They have a vital role in co-ordinating and reporting quality assurance linked to subjects; ensuring deep integration is maintained through the ITT purposefully integrated curriculums. They also foster and aid links with subject teams through associations and school experts colleagues, promoting high quality understanding of subject curriculums throughout our partnership.

Embedded within this design and delivery are the expert colleagues who help support student teachers in their development within the profession. The expertise is drawn from across our partners to focus on continual programme update and evaluation.

1. Review and evaluation structures and processes help us monitor and make necessary interventions to best support any gaps different cohorts of students reflect during their study with us or identify good practice to share.

We have a mixture of forums and in year online evaluations that allow us to work with our partners and students to communicate strengths and areas that need greater focus.

We couple this with programme wide EXIT surveys to gain a clear picture of student teacher perception on their own competency and confidence in the different skills and knowledge learned during their programme. This data helps us review partnership practices and reflect feedback to our stakeholder group and direct to school and setting partners.

We continue to maintain open communication with school/ setting partners well into early career years- surveying employers on training quality and the preparedness of our trainees as they leave us as early career teachers. This helps us to offer and support ongoing mentor development and CPD / ongoing study or research foci that different schools/setting may have.

1. Our Recruit and select phase shows that partner support occurs at all levels of our ITE provision. We support new SD partners in the set up and running of recruitment and selection procedures. Our university based QTS programmes all utilise school partners to help us quality assure and select the best candidates for teacher training.
2. We make note of our research integration down the entire side of our organogram structure through our Learning, Education & Development research centre (LED) and TEAN.

It is through the links we have in partnership that we develop deeper relationships with our partners that ultimately reflects on a richer experience for student teachers throughout. Projects and school action research directly feeds into how we utilise expert colleagues across our partnership in the T&L of modules on each programme.

In summary- it is possible to see that we have a fully integrated partnership throughout our planning and delivery of ITE structure. School / Setting partners continually help us reflect and review how and why we do what we do and how this impacts on student quality.