



Yorkshire and Humber
TEACHER TRAINING

Partnership Agreement
2026 – 2027

Version 1.1 – Published 2026

Contents

1. Preamble.....	4
2. Context	4
3. Aims.....	4
4. Definitions	4
5. Quality Assurance	6
6. Governance	7
7. Data Protection	8
8. Freedom of Information	8
9. Discrimination, Equality and Human Rights.....	8
10. Roles and responsibilities.....	9
10.1. Accredited ITT Provider.....	9
10.2. Accountable Officer	9
10.3. SCITT Director	9
10.4. SCITT Board.....	10
10.5. Programme Development Committee	10
10.6. Partnership Steering Group.....	10
10.7. Quality Assurance Committee	11
10.8. Placement Schools	11
10.8.1. Allocating Resources	11
10.8.2. Resources to be provided by the placement school	11
10.8.3. Resources to be provided by YHTT	12
10.8.4. ITT Coordinator	13
10.8.5. Headteacher/Principal.....	14
10.8.6. In-school mentor.....	14
10.8.7. Host Teachers	15
10.8.8. Lead Mentors	15
10.9. External Moderator.....	16
11. Other Aspects of Partnership.....	16
11.1 Criteria and procedures for recruiting, selecting and deselecting members of the partnership:	16
11.2 School based practice Policy	18

11.3	Health and Safety	18
11.4	Equal Opportunities	20
11.5	Safeguarding.....	20
11.6	Reasonable Adjustments for School Based Practice	21
12.	Fees.....	22
13.	Support & Intervention	23
13.1	Termination of School Placement	23
14.	Partnership Data Protection Notice	25
14.1.	Data protection principles.....	25
14.2.	Types of data held.....	25
14.3.	Collecting your data.....	25
14.4.	Lawful basis for processing.....	26
14.5.	Failure to provide data	26
14.6.	Who we share your data with.....	26
14.7.	Protecting your data.....	26
14.8.	Retention periods	26
14.9.	Your rights.....	27
14.10.	Making a complaint	27
14.11.	Data protection compliance.....	27
15.	School based practice Health and Safety Checklist:	28
16.	Secondary Partnership Agreement 2026-27:	29

1. Preamble

This agreement is made between:

Yorkshire and Humber Teacher Training (the provider)

and

Click or tap here to enter text.

(each a “Party” and together “The Parties”)

2. Context

This partnership agreement has been written in accordance with the [ITT: criteria and supporting advice](#). It covers the delivery of the following provision:

- Primary (5-11) Initial Teacher Training
- Secondary (11-16) Initial Teacher Training
- Postgraduate Teaching Apprenticeships Primary (5-11)
- Postgraduate Teaching Apprenticeships Secondary (11-16)

3. Aims

This partnership agreement aims to be a clear, working document, that can be used by all parties, supplemented by documents containing more detailed information, e.g. course handbooks and the [Quality Assurance Policy & Procedures](#).

The main aims of the agreement are:

- 3.1. To ensure that there is a framework agreed by the parties to determine responsibilities and to guide decision making and monitoring in relation to the ITT programmes.
- 3.2. To ensure that the trainees on the QTS and PGCE programmes are provided with a high-quality learning experience which is compliant with the [DfE ITT criteria 2025](#).

4. Definitions

4.1. The following definitions and rules apply in this agreement:

Commencement Date	Means 1 September 2026;
Data Protection Legislation	(i) unless and until the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws (“GDPR”) is no longer directly applicable in the UK, the GDPR, regulations and secondary legislation, as amended 2

	3 or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the UK Data Protection Act 2018 ;
DBS	Means the Disclosure and Barring Service;
Disclosing Party	means the Party disclosing Confidential Information and/or Commercially Sensitive Information to any other Party or on whose behalf Confidential Information and/or Commercially Sensitive Information is held or acquired by another Party;
Equality Act	means the Equality Act 2010 and any sub-ordinate legislation made under that Act from time to time together with any guidance or codes of practice issued by the relevant Government department concerning the legislation;
Equality Legislation	means any and all legislation, applicable guidance and statutory codes of practice relating to diversity, equality, non-discrimination and human rights as may be in force from time to time in England and Wales or in any other territory in which, or in respect of which, the Parties perform their obligations in this Agreement;
FOIA	means the Freedom of Information Act 2000 and any subordinate legislation made under that Act from time to time together with any guidance and/or codes of practice issued by the Information Commissioner or relevant Government department in relation to such legislation;
Force Majeure	means in relation to any Party, any circumstances beyond the reasonable control of that Party including (insofar as beyond such control but without prejudice to the generality of the foregoing expression), without limitation, any strike, lock-out, or other form of industrial action, war, riot, civil commotion, malicious damage, compliance with any law or governmental order, rule, regulation or direction, accident, breakdown of plant or machinery, fire, flood, storm or Act of God [but for the avoidance of doubt shall not include the UK leaving the European Union];
Human Rights Act	means the Human Rights Act 1998 and any sub-ordinate legislation made under that Act from time to time together with any guidance or codes of practice issued by the relevant Government department concerning the legislation;
Information	means information recorded in any form;
Intellectual Property Rights	means all intellectual property rights throughout the world for the full term of the rights concerned, whether or not registered and whether or not registrable, including but not limited to copyright, database rights, patents, rights in inventions, know-how and technical information, design rights, design patents, registered designs, trade marks (including business and brand names, domain names, devices and logos) and the right to apply for any of the foregoing anywhere in the world;

OIA	means the Office of the Independent Adjudicator for Higher Education , a scheme for independent review of student complaints and/or any successor body which carries out substantially the same function;
Party	means any one of the parties to this agreement;
Parties	means all of the parties to this agreement;
Programme(s)	means the ITT programmes detailed in section 2 of this document
Programme Materials	means any administrative, academic and/or other materials relating to the Programmes developed and/or delivered by the Parties but not limited to such materials in printed and electronic formats;
Request for Information	means a request for information made (or deemed to be made in accordance with the FOIA or the EIR as the case may be) under the FOIA or the EIR;
Term	means the term of this agreement.
Student Teachers	For the purposes of this agreement ‘student teachers’ shall refer to any person undertaking a teacher training course, regardless of the route and explicitly including postgraduate teaching apprentices.

- 4.2. Clause, Schedule and paragraph headings shall not affect the interpretation of this agreement.
- 4.3. A “person” includes a natural person, corporate or unincorporated body (whether or not having separate legal personality).
- 4.4. Unless the context otherwise requires, words in the singular shall include the plural and words in the plural shall include the singular.
- 4.5. A reference to a statute or statutory provision is a reference to it as amended, extended or re-enacted from time to time.
- 4.6. Any words following the terms including, include, in particular, for example or any similar expression shall be construed as illustrative and shall not limit the sense of the words, description, definition, phrase or term preceding those terms.

5. Quality Assurance

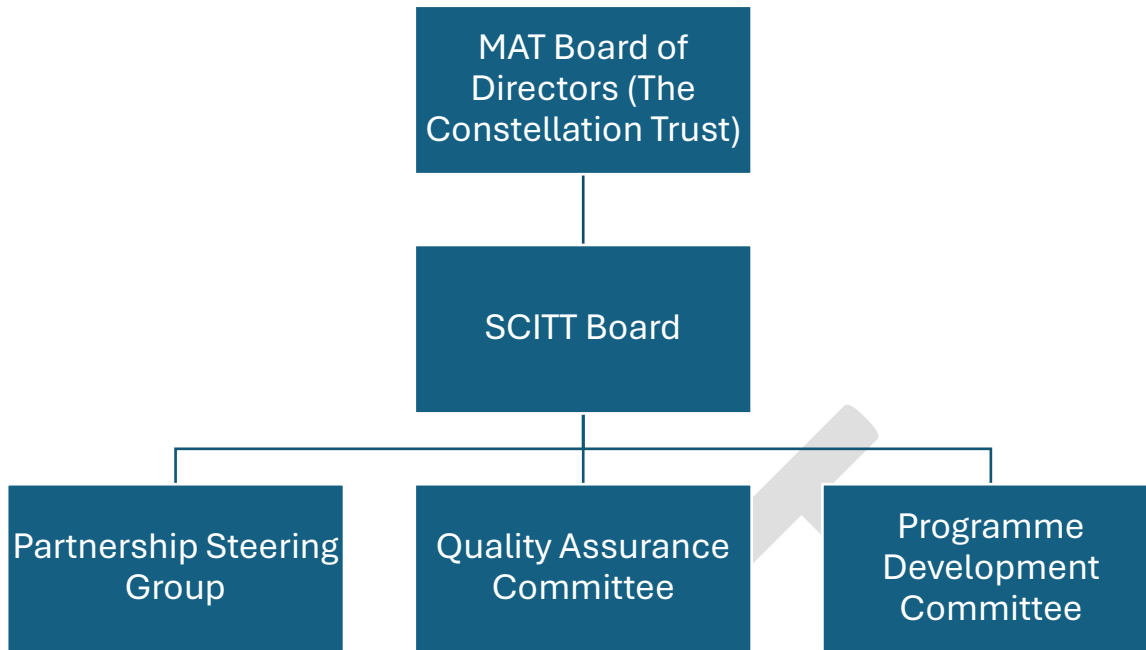
- 5.1. The final authority for the quality of the accredited Programmes rests with The Constellation Trust as the legal entity for Yorkshire and Humber Teacher Training.
- 5.2. The Quality Assurance arrangements for the partnership and for the accredited Programmes shall follow those stated in the YHTT [Quality Assurance Policy & Procedures](#).
- 5.3. The internal moderation process will take place in accordance with the [Quality Assurance Policy and Procedures](#). The mentors will quality assure the trainees assessment and feedback through the host teachers and mentors as part of the 3 progress review visits for their subject. All lead mentors will take part in a yearly internal

moderation event during which the moderation of in-school trainee assessment and feedback will be standardised. During this meeting the assessment of trainees by way of the big questions will also be quality assured, by ensuring that assessments are consistent across subjects and phases.

6. Governance

The governance structure is as follows:

- 6.1. The SCITT Board
The SCITT Board consists of at least 3 partnership headteachers, the CEO of The Constellation Trust, the SCITT Director, the Finance Director of The Constellation Trust and the YHTT Director of Operations.
The SCITT Board will meet termly.
- 6.2. Programme Development Committee
The Programme Development Committee consists of trainees, mentors and lead mentors.
The Programme Development Committee will meet termly, and its findings will feed into the Partnership Steering Group, the Quality Assurance Committee and the SCITT Board.
- 6.3. Partnership Steering Group
The Partnership Steering Group consists of representatives from each of the partner schools, ideally the headteacher or ITT Coordinator, the SCITT Director, the Primary Education Development Lead and the Director of Operations. The partnership steering group will consider and act upon the feedback from the Programme Development Committee as appropriate. Its findings will feed into the Quality Assurance Committee and the SCITT Board.
- 6.4. Quality Assurance Committee
The Quality Assurance Committee consists of the SCITT Director, the Primary Education Development Lead, a member of the SCITT Board and the Director of Operations. It makes recommendations to the SCITT Board to improve the quality of the provision.
- 6.5. Governance Structure



7. Data Protection

Each Party shall (and shall ensure that any of its staff involved in the performance of the Agreement) comply with Data Protection Legislation in respect of personal data as defined in Data Protection Legislation (“Personal Data”) processed in relation to this Agreement. Both Parties will comply with all applicable requirements of the Data Protection Legislation. This clause is in addition to, and does not relieve, remove or replace, a Party's obligations under the Data Protection Legislation.

8. Freedom of Information

Each Party acknowledges that the other Party is subject to the requirements of the [Freedom of Information Act 2000 \(FOIA\)](#) and any statutory amendments or re-enactments of the FOIA. Each Party agrees it shall (at its own expense) co-operate and provide all necessary assistance as may be reasonably requested by the other Party to enable the other Party to comply with its obligations under the FOIA.

9. Discrimination, Equality and Human Rights

No Party shall, whether as employer, provider of services under this Agreement or as a provider of education unlawfully discriminate, harass or victimise within the meaning of the [Equality Act 2010](#) and its related and sub-ordinate legislation.

Each Party shall, and shall use reasonable endeavours to ensure that, its employees, contractors and agents shall, at all times comply with and act in a way which is compatible with the [Equality Act 2010](#) and the equality duty imposed by that Act.

Each Party shall, and shall use reasonable endeavours to ensure that, its employees, contractors and agents shall, at all times comply with and act in a way which is compatible with the Parties' obligations under the [Human Rights Act 1998](#).

Each Party shall notify the other Party immediately of any investigation of or proceedings against them under the Equality Act 2010 and its related and sub-ordinate legislation arising out of the relevant Party's failure to comply with this clause and the affected Party shall co-operate fully and promptly with any requests of the person or body conducting such investigation or orders or directions of any competent judicial authority, including allowing access to any documents or data required, attending any meetings or hearings and providing any information requested.

10. Roles and responsibilities

10.1. Accredited ITT Provider

Yorkshire and Humber Teacher Training (YHTT) is the accredited ITT provider and has full and final accountability for all aspects of training design, delivery and quality across the YHTT partnership.

10.2. Accountable Officer

The CEO of the Constellation Trust is the Accountable Officer. The Accountable Officer holds overall accountability for ITT in The Constellation Trust/YHTT. The Accountable Officer will have appropriate authority within The Constellation Trust to ensure the accredited provider can fulfil all associated responsibilities for ITT. These responsibilities include ensuring the provision meets the Secretary of State's ITT criteria and complies with all financial expectations as detailed in the grant funding agreement (GFA).

10.3. SCITT Director

The SCITT Director has overall responsibility for the management of the partnership with schools, contributing towards the development, management and implementation [including monitoring] of all policies relating to all school-based work in the partnership.

The main responsibilities of the SCITT Director are to:

- liaise with other ITT providers in matters pertaining to school partnership
- liaise with partner schools to agree details relating to school based practice, including requirements, dates and fees
- be part of the interview panel for all secondary candidates
- be part of the assessment panel for all secondary student teachers
- inform schools about the range of opportunities for their involvement in ITT
- authorise payments to partner schools

- support Subject Directors in arranging school based practices
- ensure that all student teachers, teachers and mentors receive consistent advice relating to school based practice
- distribute appropriate documentation to schools, student teachers and mentors prior to periods of school based practice
- monitor, evaluate and enhance school-based work as part of the quality assurance/enhancement process
- ensure that all ITT programmes and activities comply with the quality and standards of YHTT
- review, on a regular basis, ITT course content and materials, updating them when and where required
- resolve issues affecting the quality of the course delivery and student progress across all ITT programmes
- take overall responsibility for all school based practice aspects of any Ofsted inspection of Yorkshire and Humber Teacher Training's ITT provision.
- Monitor student teacher progress and retention across all subjects/phases.

10.4. SCITT Board

The SCITT Board takes responsibility for all programmes and activities associated with Initial Teacher Training. The SCITT Board will:

- Approve the accredited providers finances
- Approve and adopt all policies and procedures relating to ITT
- Provide the overall vision and ethos for The Constellation Trust's ITT provision
- Act upon YHTT's self-evaluation and strive to continually improve the provision.

10.5. Programme Development Committee

The Programme Development Committee consists of trainees, in-school mentors, lead and lead mentors and is chaired by a member of the central SCITT team. The Programme Development Committee gives all stakeholders the opportunity to give feedback on all aspects of the programme, including:

- The quality of the centre-based training, including ITAP weeks
- The quality of subject specific training and the lead mentor
- The quality of the in-school mentor
- The quality of in-school CPD
- The quality of the school-based practice
- The quality of assessments
- The quality of the pastoral care

10.6. Partnership Steering Group

The Partnership Steering Group consists of representatives from each of the partnership schools, the SCITT Director and the Primary Education Development Lead.

- Develop and communicate a clear vision of ITT's strategic direction within the partnership
- Receive and act upon the feedback from the Programme Development Committee as appropriate
- Give partner schools the opportunity to self-evaluate and feedback on the quality of student teachers and agree strategies going forward to ensure quality
- Self-evaluation and feedback on the quality of the mentor training programme
- Self-evaluate all aspects of the provision and agree improvements.

The outcomes of the Partnership Steering Group are reported by the SCITT Director to the Quality Assurance Committee and the SCITT Board.

10.7. Quality Assurance Committee

The QA Committee ensures that the SCITT is fit for purpose by assuring the quality of trainees, the quality of the core training programme, the quality of the in-school practice, the quality of the assessments and the quality of the mentor training programme. It will act upon the self-evaluation presented to and discussed at the Partnership Steering Group and make recommendations to the SCITT Board.

10.8. Placement Schools

Placement schools will provide placements and in-school mentors. The school will offer trainees access to support, good practice and necessary resources.

10.8.1. Allocating Resources

All partner schools receive a fee for their contribution towards ITT, see [fees](#). The fees cover costs for training expectations that the school is asked to fulfil in relation to the student teacher as well as notional costs of supply cover, travel to meetings and incidental stationery (including photocopying costs). These fees are reviewed annually and are paid by Yorkshire and Humber Teacher Training directly to schools, normally at the end of the academic year. Current fees for this academic year are outlined in the [fees](#) section. It should be noted that individual teachers cannot be paid for their individual involvement in ITT directly by Yorkshire and Humber Teacher Training. Payment is made to the school.

The fees paid are split into two elements – the hosting fee and the mentoring fee. The hosting fee is identified as the proportion of the fee that is designed to recompense schools for general hosting activities, as detailed below. The mentoring fee is recompense for the mentor for their valuable input into the programme, and their own commitment to personal development. The mentoring fee is dependent on the mentor attending all mentor training and meeting the requirements of our mentors.

10.8.2. Resources to be provided by the placement school

Partnership schools should consider using the fees they receive to support ITT in the following ways (please note that this does not constitute a definitive list):

- enabling the mentor to observe the student teacher teach regularly (including jointly observing with the lead mentor) and feedback to them on their progress
- enabling the mentor to meet regularly with the student teacher to discuss progress in relation to the Standards and complete relevant course documentation (including being present at relevant meetings with the student teacher and lead mentor)
- delivering training sessions/inputs
- enabling the mentor and/or ITT Co-ordinator/ member of staff in the school responsible for ITT to make the necessary arrangements (on behalf of the school) for receiving and supporting a student teacher on school based practice (including making resources – such as ICT and photocopying access – available to student teachers to a reasonable extent. Any concerns about appropriate and / or excessive use of these resources by student teachers should be discussed with them and, if necessary, their lead mentor)
- enabling class teachers to regularly feedback to the mentor and/or relevant member of staff in the school responsible for ITT on student teacher progress
- purchasing resources for the school to be used in relation to ITT
- A place to work when not in lessons (staff room)
- Access to photocopiers/scanners
- Access to the school's MIS and email

10.8.3. Resources to be provided by YHTT

In part, from the money received for each student teacher, Yorkshire and Humber Teacher Training will provide the following resources in relation to ITT:

- administrative services (admissions procedures, finance, validation and accreditation procedures, examination boards, appeal procedures, partnership office staffing and resources)
- YHTT will provide the trainee teachers will two learning platforms; SchooliP is used to record observations and mentor feedback and well as keeping a record of weekly mentor meetings and the progress visits by the lead mentors. Sharepoint will be used to share documents and training materials with trainees, mentors and lead mentors.
- student services (support, counselling and advice, including mental wellbeing and managing workload)
- planning and carrying out teaching / training, learning and assessment in relation to student progress against the Teachers' Standards (e.g., handbooks and distance learning materials, teaching and assessment of taught elements, YHTT-based profiling and support, initial and on-going training for school-based mentors)

- course management, monitoring and evaluation (committees, quality assurance and enhancement procedures, production of documentation for and liaison with DfE & Ofsted)
- YHTT-based staff to visit and work with student teachers, mentors and/or ITT Co-ordinators as per the schedule for the relevant course (including, where necessary, extra visits).

10.8.4. ITT Coordinator

In most schools one senior member of staff, the ITT Co-ordinator, oversees all partnership communication with YHTT. The ITT Co-ordinator is responsible for the all student teachers at their school and for their overall experience in the school. They will ensure that the school element of the trainee curriculum is followed and that student teachers are familiar with whole school issues. They will keep themselves informed about the progress of individual student teachers.

ITT Co-ordinators will also:

- Attend the partnership steering group meetings.
- Overall manage and co-ordinate the training within the school to ensure that all student teachers can meet the requirements of the school based practice and receive support as outlined in the school based practice handbook, including ensuring that the student teacher has an appropriate teaching load as specified in the school based practice handbook.
- Oversee the selection of in-school mentors.
- Provide a school based CPD programme covering core aspects of training to an agreed quality and content.
- Ensure that student teachers are not used as 'supply cover'.
- Ensure that student teachers have access to the same physical resources as any member of staff.
- Ensure that YHTT procedures are followed with regards to student teachers causing concern.
- Monitor student teacher absence from school and liaise with YHTT central team.
- Facilitate, in consultation with the headteacher and the SCITT Director, visits by external examiners, Ofsted inspectors and internal moderators to the school in order that moderation and/or assessment of the provision, management and quality assurance of the partnership as well as student progress and achievement may take place.
- Quality assuring the work done by all mentors within the school
- Be responsible for ensuring that student teachers have an appropriate timetable, giving them access to a variety of classroom experiences.
- Ensure that student teachers have sufficient experience of planning their own lessons, and not solely use pre-prepared lesson plans.
- Ensure that trainee teachers and in-school mentors have time to complete their weekly mentor meeting as part of their normal working hours.
- Contribute to the trainee teachers' mental wellbeing by ensuring that the workload in school is manageable and that any emerging concerns are addressed and referred/reported to the pastoral mentor and the lead mentor.

10.8.5. Headteacher/Principal

In addition to the ITT Co-ordinator the headteacher/principal has an important role as the guarantor of high-quality ITT within the institution. The commitment of the headteacher/principal is essential for a successful partnership and ensuring a whole school commitment to ITT. The headteacher/principal has a responsibility to ensure that the school can offer both an appropriate setting for effective training and is able to meet the requirements of the specific school based practice, managing the fee paid per student for each school based practice to support both of these criteria.

The headteacher should be committed to enabling and providing opportunities for their staff working as mentors and ITT Co-ordinators with student teachers to attend the relevant mentor / ITT Co-ordinator training and briefing sessions, recognising this as a valuable form of continuing professional development as well as quality assurance for the Partnership.

10.8.6. In-school mentor

Student teachers need to be attached to an experienced member of staff in the appropriate subject/phase who is the designated in-school mentor. Mentors are usually recognised as being effective classroom practitioners.

Mentors' responsibilities are:

- Mentors are required to attend the compulsory 9 hours of mentor training across the academic year.
- To familiarise themselves with the course requirements and ensuring the school element of the trainee curriculum is followed, including that the student teacher has the required teaching load.
- Meet with their student teacher once per week and record meeting targets on SchoolIP in a timely manner.
- Regularly observe their student teacher and give feedback, using the observation and feedback form on SchoolIP.
- Liaise with Lead Mentors regarding the monitoring visits to schools.
- Ensure YHTT policies and procedures are followed with regards to student teachers causing concern.
- Ensure the student teacher is familiar with whole school issues (as appropriate), including briefing student teachers on school policies, procedures, resources and support services.
- supporting student teachers in planning effectively for working with teaching assistants and other adults including liaison with outside agencies.
- If feasible, attend the Programme Development Committee.
- If feasible, take part in the Assessment Panels for their subject/phase.
- supporting student teachers with the preparation of planning for teaching and interpretation of schemes of work.
- Lead mentors have a shared responsibility for trainees' mental health and wellbeing by ensuring that the workload in school remains manageable. Any concerns should be addressed and reported to the lead mentor and the pastoral mentor.
- Being a good role model for student teachers.

- Take responsibility for writing references for student teachers.

10.8.7. Host Teachers

For the purposes of this document host teachers are members of staff with whom the student teacher will be working with in the department/phase they are placed in during their school based practice. Host teachers do not fulfil the same role towards the student teacher as the designated mentor but are nevertheless required to support the student teacher, particularly when the student teacher is teaching their classes/groups. Host teachers should normally have had at least two years teaching experience, i.e. not be an ECT. It is particularly important that host teachers should be good role models for student teachers. They should help student teachers develop the knowledge, understanding and skills of a beginner teacher appropriate to the stage of their training.

Host teachers' roles and responsibilities:

- advise the student teacher on all aspects of their class
- provide pupils' names and key information on their development
- involve student teachers as far as possible in planning and assessment
- allow a phased introduction to whole class teaching through group work
- ensure that student teachers have effective plans for their teaching
- provide informal feedback on sessions/lessons taught by the student teacher
- advise student teachers on matters relating to classroom management
- support student teachers in the effective deployment of classroom assistants
- check student teachers are aware of available teaching resources within the school
- advise student teachers on any matters relating to safety of pupils
- liaise closely with the mentor regarding student teacher progress
- Report any concerns over the student teacher's mental wellbeing to the in-school mentor and the ITT Coordinator.

10.8.8. Lead Mentors

The lead mentors take responsibility for their respective subject/phase trainee curriculum.

Lead Mentors' responsibilities are:

- be familiar with all relevant course documentation (trainee curriculum, mentor curriculum, trainee handbook, school based practice handbook)
- They are responsible for the subject knowledge development and the planning and delivery of the subject/phase specific training days.
- They will provide subject/phase specific support to trainee teachers and in-school mentors during school placements.
- Undertake one settling-in visit at the start of the academic year and a termly monitoring visit which will include a joint observation of the trainee with the in-school mentor and observation of the in-school mentor giving feedback.

- Carry out joint observations (with the mentor) of student teaching and complete related documentation.
- Quality assure the weekly mentor meetings and observations on SchooliP.
- Be flexible and responsive to school and student teacher needs.
- Support the student teacher's mental wellbeing by ensuring that the workload across all parts of the course remains manageable and referring the trainee teacher to the pastoral mentor for wellbeing support as appropriate.
- Deal with issues arising from school based practices in school, including acting upon any notifications of concern raised by school staff.
- Monitor student teacher progress for their subject/phase and put in place support plans as appropriate.
- Ensure that student teachers know and understand the requirements of the National Curriculum and public examinations in specific subjects/phases.

10.9. External Moderator

YHTT will appoint a suitably qualified and experienced external moderator. The external moderator must have no direct involvement with the partnership. The external moderator will offer an external perspective on the overall standard of the ITT programmes and the attainment of the trainees in relation to the requirements for QTS. The external moderator will:

- Moderate a sample of trainee teacher assessments (Big Questions)
- Collect evidence form a range of sources, particularly: observation of teaching; checking trainee records on SchooliP; discussions with trainee teachers, host teachers and in-school mentors
- Observe teaching to judge standard of classroom practice
- Monitor the effectiveness of supervision and support by in-school mentors and lead mentors through records on SchooliP and discussion with student teachers
- Provide verbal feedback to student teachers and in-school mentors
- Submit an annual report on overall standards at the end of the year

11. Other Aspects of Partnership

11.1 Recruitment onto the courses

YHTT as the provider is responsible for recruiting trainees onto the course in accordance with the Recruitment and Selection Policy. All partners are welcome to participate in the recruitment process, either by providing interview venues or sending staff to sit on the interview panels.

11.2 Criteria and procedures for recruiting, selecting and deselecting members of the partnership:

The main requirement for all partners is their ability and willingness to provide a secure, effective base for the school-led elements of the relevant training programme and to provide suitably experienced and trained mentors to work with student teachers. All partners need to be aware of, and agree to help deliver, the Teachers' Standards (DfE 2021) and ITTECF (DfE 2024).

The selection of partnership schools is based on whether they:

- agree to help deliver the Teachers' Standards (DfE 2021) and ITTECF (DfE 2024) and specifically as set out in the Partnership Agreement
- have a record of successful involvement in ITT
- have in place school policies or development plans that support ITT (including having, or be working towards having, a specific ITT policy for the school)
- have staff who generally support whole school involvement in ITT
- make available experienced and/or skilled teachers to work with student teachers
- provide trained mentors to support student teachers or
- provide time for appropriate teachers to undergo mentor training
- enable teachers to attend relevant meetings
- provide a regular time-tabled and protected time for the mentor to meet with the student teacher once per week and with the lead mentor as necessary
- have external evidence of successful practice, e.g. in most recent OFSTED reports, exam results etc.

The de-selection of a school from active participation in the partnership would normally only occur in cases where it was evident that the student teacher entitlement was in jeopardy and where the school or specific department was unable or unwilling to improve the situation. For example, the following situations would normally lead to de-selection:

- Where the school is unable to support student teachers with a suitably experienced and trained mentor (Mentors must have QTS)
- Where the student is provided with insufficient access to a suitable class, teacher and support
- Where the school is unable to support the student teacher in relation to programme requirements
- Where a school uses student teachers inappropriately for supply cover
- Where a pattern of poor student and lead mentor evaluations indicate a cause for concern.
- Where postgraduate salaried apprentices are repeatedly prevented from attending core training sessions or Intensive Practice (ITAP) weeks.

Such de-selection would normally constitute a temporary withdrawal from the partnership and the SCITT Director would, together with other Partnership colleagues, wish to work actively with schools in such circumstances to enable full partnership to resume, via the offer of a personalised (for the school context) support package.

Schools should advise Yorkshire and Humber Teacher Training of the outcome of an Ofsted inspection where that might seriously jeopardize a school based practice as early as possible (e.g. urgent improvement is needed).

Normally, a school that has been evaluated by Ofsted as needing urgent improvement, will not be able to work with student teachers until confirmation has been provided that they have successfully exited this category. Where a student is part way through a school based practice when a school is placed into a category the SCITT Director and ITT Co-ordinator should agree upon the most appropriate course of action in the interests of the student teacher and the school.

Where the school has been given “urgent improvement” a decision regarding student teacher school based practices could / might be made on a departmental basis following consultation between the SCITT Director and ITT Co-ordinator if stringent quality assurance measures to safeguard trainee entitlement are agreed on, put in place by the school and regularly monitored by Yorkshire and Humber Teacher Training.

11.3 School based practice Policy

It is not possible to guarantee partnership schools making school based practice offers for any given academic year that they will, as a result, definitely be allocated student teachers. In the event of the partnership having more offers for school based practice than are able to be taken up, the following criteria will be applied by the SCITT Director in deciding which partnership schools are allocated student teachers:

- commitment to work with student teachers - both current and historic
- past experience and effectiveness of work with student teachers, as well as present effectiveness
- availability of a trained mentor in the school or a suitable member of staff prepared, able and allowed to attend mentor training prior to the possible arrival of a student teacher in the school
- accessibility of the school to student teachers requiring school-based practice, taking into account available transport and geographical factors
- suitability of the school-based practice in relation to specific student teacher needs (e.g. the specific subject area and key stage needed)

11.4 Health and Safety

Headteachers in the partnership are asked, on an annual basis, to complete (and each subsequent year to update/renew) and return to the School Partnership Office a brief Health & Safety audit/checklist in relation to the environment that student teachers will be working in whilst on school based practice.

It is the policy of Yorkshire and Humber Teacher Training to ensure that it is meeting its legal and moral responsibilities in respect of the health, safety and welfare of trainee teachers while on school based practices arranged by Yorkshire and Humber Teacher Training.

Yorkshire and Humber Teacher Training will provide advice and written guidance, which will be made available to student teachers at briefing meetings. This advice will seek to ensure that student teachers are able to minimise the risks to themselves during school based practice. Attendance at briefing meetings is compulsory for all student teachers.

Once student teachers are on school based practice, whilst continuing to be designated as YHTT students, they are, for the purposes of insurance policies, perceived as ‘employees’ (under health and safety law) of the school based practice school/college. This means that the school/college has the same duty of care towards them as any other employee as regards health and safety issues.

The school/college:

- must assess risks, provide adequate information, instruction, supervision and training on the use of equipment
- is primarily responsible for the health and safety of the trainee whilst on school based practice
- must meet all its obligations in relation to the Health & Safety at Work Act 1974 and other relevant legislation.
- It is the responsibility of the Headteacher / Principal to have in place an organisational structure that will ensure that:
 - staff, including student teachers, receive suitable training;
 - staff, including student teachers, can demonstrate competency to carry out their role in the school based practice procedures
 - sufficient resources are allocated and they can implement appropriate procedures to ensure the health, safety and welfare of staff and student teachers involved in the school based practice.
- Equally, student teachers have the same responsibilities as any other ‘employee’, in relation to and including compliance with, school health and safety rules:
- they must take reasonable care of their own health and safety
- if there are any medical or other factors which may cause the student teacher to experience significant risk in the performance of their work in school, then this matter must be brought to the attention of the SCITT Administrator before the school based practice starts
- they must take reasonable care of the health and safety of other people who may be affected by their actions
- they must also co-operate with the employer
- they must report any unsatisfactory situations that arise in the workplace to their school-based mentor and, if necessary, to their lead mentor or the pastoral mentor;
- Yorkshire and Humber Teacher Training mentors must be competent to carry out their tasks, take reasonable care of themselves and others and have a duty to
 - observe health and safety practices in the student’s workplace
 - feedback information and comment to Yorkshire and Humber Teacher Training via the School Partnership Office as appropriate
 - take any necessary immediate action as appropriate.

Taking Medication onto school premises

If student teachers need to take medicines onto a school based practice, either for a permanent or temporary condition, they must notify their Mentor and any other staff as required by the school’s procedures. Medicines should be used and stored in compliance with the school’s Health and Safety rules and with due regard to the safety of pupils and other staff.

11.5 Equal Opportunities

Yorkshire and Humber Teacher Training has adopted The Constellation Trust's Single Equality Scheme Policy, and:

“is committed to building and maintaining an inclusive community which recognises and values the inherent worth and dignity of every person; fosters mutual respect, sensitivity and understanding among its members; and encourages every individual to reach his or her own potential. In pursuit of its goal of academic excellence, Yorkshire and Humber Teacher Training seeks to develop and nurture its diversity.”

Yorkshire and Humber Teacher Training's policy is to ensure that there is equality of opportunity for all members of its community. In pursuit of this goal Yorkshire and Humber Teacher Training is committed to eliminating both direct and indirect discrimination to ensure that no-one is unfairly disadvantaged, either through individual action or through its policies or procedures, on the basis of race, gender, sexual orientation, ethnic or national origin, colour, age, marital status, disability, social class, political or religious belief and activities, unless these activities are contrary to the policies of Yorkshire and Humber Teacher Training.

Partners will agree to employ all means possible to ensure that Yorkshire and Humber Teacher Training student teachers are not disadvantaged, harassed, offended or insulted by anyone on the basis of the categories outlined above. YHTT student teachers also have a responsibility not to disadvantage, harass, offend or insult anyone else within the schools they are placed, on the same basis.

Examples of unacceptable conduct are as follows:

- Verbal abuse or insulting behaviour.
- Jokes about anyone on the basis of the above.
- Unwanted physical conduct, ranging from touching to serious assault.
- Display or circulation of offensive material.
- Bullying, coercive or menacing behaviour.
- Ridicule or exclusion of persons for any of the above reasons.

Note that offence is seen from the viewpoint of the offended person. It will not be a defence for the offender to claim that the offending comments were 'only meant as a joke' and that the offended person is being 'too sensitive'.

It is recognised that partnership institutions will have their own policies designed to ensure and safeguard equal opportunities for all staff, pupils and student teachers that work there.

11.6 Safeguarding

It is the responsibility of all members of the partnership to ensure safeguarding procedures are adhered to.

The partnership should ensure that trainees are fully aware of safeguarding procedures.

YHTT staff: All YHTT staff who are required to visit schools as part of their contractual/professional duties, will have undergone an Enhanced CRB Disclosure/DBS

disclosure check through Yorkshire and Humber Teacher Training and will have been 'cleared' to visit schools.

YHTT student teachers: It is Yorkshire and Humber Teacher Training's responsibility and not the responsibility of individual partnership schools to ensure that all the necessary vetting and suitability checks are carried out on unsalaried student teachers. It is the employing school's responsibility to ensure that postgraduate teaching apprentices have been appropriately vetted. All student teachers are required to undergo an Enhanced DBS Disclosure check either through Yorkshire and Humber Teacher Training or in the case of apprentice teachers through their employing school and hence be 'cleared' to be placed in school.

In instances where Yorkshire and Humber Teacher Training is required to make a decision in relation to a student teacher's DBS status this decision is made in consultation with a Headteacher of a partnership school. Confirmation that the DBS check has been carried out by Yorkshire and Humber Teacher Training and resulted in a satisfactory outcome in relation to the enhanced DBS check will be sent to schools, enclosed within the school based practice letter. Student teachers will be asked to carry photo ID and a copy of their DBS certificate when first visiting a school.

In the event of delay in receipt - by Yorkshire and Humber Teacher Training and student - of DBS disclosures, DfE guidance gives Headteachers discretion to allow individuals to begin working in a school in advance of the student teacher receiving the disclosure, subject to them undergoing a satisfactory Children's Barred List check. In such cases, the guidance also states that training providers should keep Headteachers fully informed of the progress of DBS checks of individual student teachers, since schools may wish to maintain closer supervision of student teachers commencing school-based aspects of their training with only Children's Barred List checks and waiting enhanced disclosure. In such situations, Yorkshire and Humber Teacher Training will contact the Headteacher and/or ITT Co-ordinator of the relevant school and inform them of the situation. A risk assessment will be completed by YHTT in relation to the student teacher's placement in school.

Yorkshire and Humber Teacher Training recognises that teaching is a 'notifiable' profession. Therefore Yorkshire and Humber Teacher Training requires student teachers to adhere to the following so that the appropriate action can be taken:

It is the responsibility of the student to inform the SCITT Director if there is any change in their criminal record (for instance additional convictions / reprimands / warnings/pending convictions) during the programme of study.

Queries: Any queries regarding DBS checks in relation to YHTT staff or student teachers and school based practice should, in the first instance, be directed to the SCITT Administrator.

11.7 Reasonable Adjustments for School Based Practice

Where a student requires reasonable adjustments to be made with regards to their school based practice Yorkshire and Humber Teacher Training will communicate these to the school.

The reasonable adjustments will usually be detailed either in the Disability Support Allowance assessment (for unsalaried student teachers) or in the 'Fitness to Teach' assessment.

The school ITT Coordinator is expected to implement all reasonable adjustments detailed in the above documentation.

11.8 Continued CPD

YHTT will facilitate the continued professional development of all stakeholders (trainees, mentors, host teachers and lead mentors) through the Early Career Teacher Entitlement (ECTE) and NPQs.

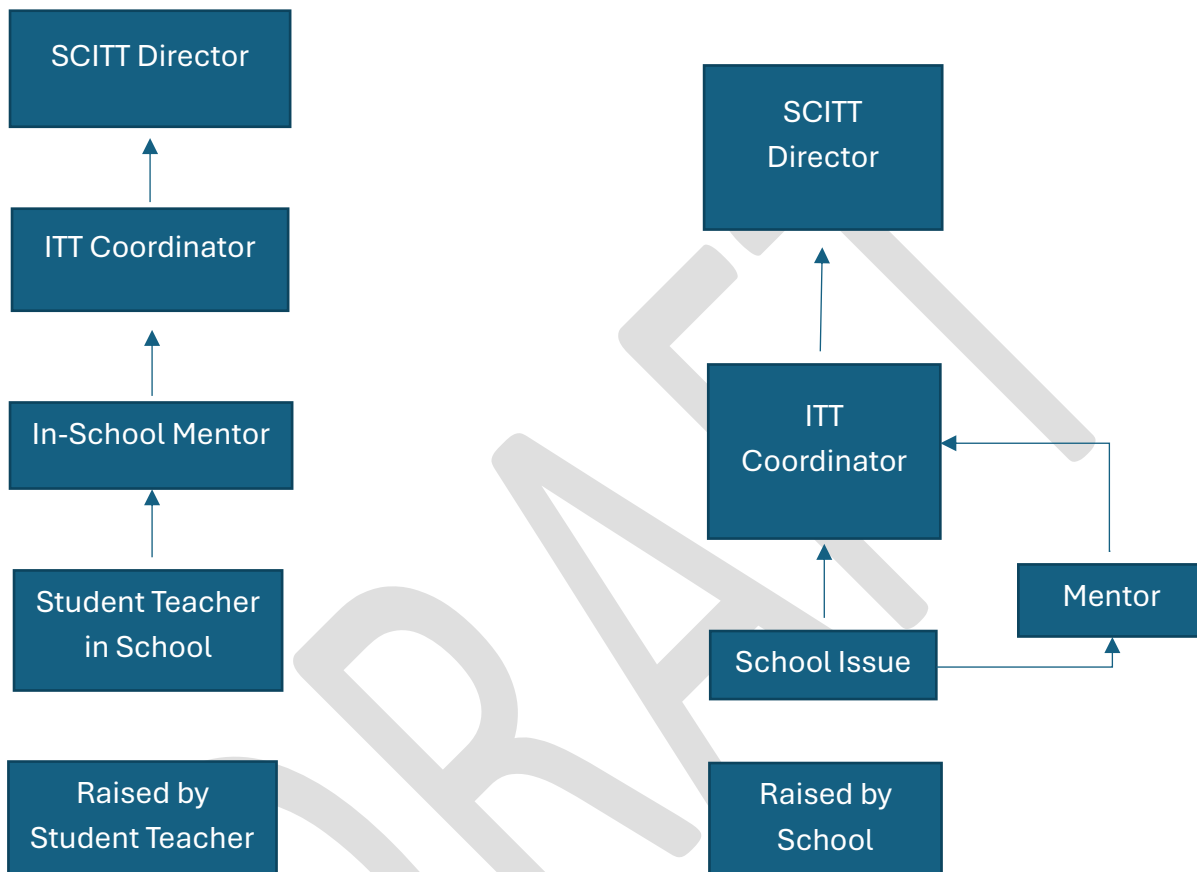
12. Fees

Mentoring and placement fees will be paid to the placement school regardless of the route to QTS the trainee is undertaking. Each placement school will receive £60 per trainee per week (including autumn and February half term holidays, but excluding Christmas and Easter holidays). The expectation is that 50% of the placement fee is paid to the mentor and the remainder is retained by the school to ensure that the mentor can be released for mentor meetings, observations and monitoring visits.

DRAFT

13. Support & Intervention

From time to time it will be necessary to deal with specific problem situations. The key to resolving such problems normally lies in close communication between the school and YHTT. The flow diagram below shows the usual line of communication in such cases, although it will depend on the nature and source of the problem:



It is important that all staff concerned with the training process are aware of the support systems that are available should any problems arise and what may be done to resolve unsatisfactory situations. An unsatisfactory situation is one that is adversely affecting either the student teacher, the pupils they are teaching and/or the staff they are working with while in school and should be raised in the first instance with the mentor, subject director and/or ITT Co-ordinator of the school concerned. If the situation cannot be resolved, the issue should be brought to the attention of the SCITT Director who will, if necessary, arrange further discussions with senior staff and tutors.

13.1 Termination of School Placement

Normally, the standard procedures outlined in specific course documentation will be followed in relation to student teachers causing concern (Notification of Concern) or deemed to be in danger of failing (action plan with a review date). However, in exceptional cases, the

headteacher/teacher responsible for students may decide to terminate the school based practice immediately, resulting in an automatic “fail” grade for the student concerned. Termination of the school based practice is the ultimate sanction available in relation to a student teacher and should only be used if serious damage is being done to the learning of pupils and/or the professional conduct of the student teacher is having a serious negative impact on staff and/or pupils. Where a school is considering terminating a school based practice, it is important that the situation is discussed with Yorkshire and Humber Teacher Training lead mentor and the SCITT Director as soon as possible so that the appropriate support can be given. Where a school based practice is terminated confirmation of this action, with specific reasons and evidence being provided, must be sent in writing to the SCITT Director as soon as possible. The headteacher (or delegated ITT Co-ordinator) should be willing and able to discuss this decision with an external examiner. In addition, Yorkshire and Humber Teacher Training (through the SCITT Director) reserve the right to terminate a school based practice at any point in cases of unprofessional conduct. In cases where it is necessary to investigate a situation involving a student teacher on school based practice according to Yorkshire and Humber Teacher Training’s Academic Regulations, the SCITT Director may agree with the headteacher (or delegated ITT Co-ordinator) on the temporary, non-prejudicial removal of the student teacher from the school until the outcome of the investigation is reached and further action decided upon.

The situations under which student teachers will normally be deemed to have failed school based practice are:

1. Failure at review point to have satisfactorily addressed an Action Plan implemented within the Notification of Concern procedure by the Mentor and/or YHTT Lead Mentor, and/or ITT Co-ordinator. Full details on Notification of Concern/Action Plans can be found in the appropriate School based practice Handbook.
2. A serious breach of professional conduct, or unacceptable negative impact on pupils’ learning leading to a termination of the school based practice by the Headteacher or the SCITT Director. Such a termination of a school based practice results in an automatic ‘Fail’ grade for the school based practice module.
3. Failure to meet all of the Teachers’ Standards as required for the award of Qualified Teacher Status (QTS) at the final summative assessment point.
4. If the student teacher leaves the school during the school day without notifying and obtaining permission from the Mentor, ITT Co-ordinator or Subject Director (who should liaise with the school).
5. If the student teacher withdraws him/herself from a school based practice.

14. Partnership Data Protection Notice

In accordance with the General Data Protection Regulation (GDPR), Yorkshire and Humber Teacher Training (YHTT) have implemented this privacy notice to inform you of the types of data we process about you. We also include within this notice the reasons for processing your data, the lawful basis that permits us to process it, how long we keep your data for and your rights regarding your data.

14.1. Data protection principles

Under GDPR, all personal data obtained and held by us must be processed according to a set of core principles. In accordance with these principles, we will ensure that:

- a) processing is fair, lawful and transparent
- b) data is collected for specific, explicit, and legitimate purposes
- c) data collected is adequate, relevant and limited to what is necessary for the purposes of processing
- d) data is kept accurate and up to date. Data which is found to be inaccurate will be rectified or erased without delay
- e) data is not kept for longer than is necessary for its given purpose
- f) data is processed in a manner that ensures appropriate security of personal data including protection against unauthorised or unlawful processing, accidental loss, destruction or damage by using appropriate technical or organisation measures
- g) we comply with the relevant GDPR procedures for international transferring of personal data

14.2. Types of data held

We keep several categories of personal data in order to carry out effective and efficient processes. We keep this data in files on the premises and also within our computer systems, with permission restricted exclusively to YHTT staff and the finance department at The Constellation Trust.

Specifically, we may hold the following types of data:

- a) Title, full name and school address;
- b) Any previous names or school addresses
- c) school telephone number;
- d) school email address;
- e) bank records;
- f) records of expenses paid (date and amount);

14.3. Collecting your data

When joining YHTT, offering placements to trainees or submitting an expense claim or an invoice we may ask you to provide several pieces of data to us directly.

14.4. Lawful basis for processing

The law on data protection allows us to process your data for certain reasons only. The information below categorises the types of data processing we undertake and the lawful basis we rely on.

Activity requiring your data	Lawful basis
Processing and paying invoices and expense claims	Our legitimate interests
Allocation of trainee placements	Our legitimate interests
Processing of data for statutory returns	Legal obligation
Training and development of staff (ITT Coordinators, Mentors, Host Teachers, Subject Tutors)	Our legitimate interests

14.5. Failure to provide data

Your failure to provide us with data may mean that we are unable to fulfil our commitment to reimburse you for your expenses or invoices or provide you with the necessary level of permissions for you to fulfil your duties.

14.6. Who we share your data with

Employees within YHTT who have responsibility for finance and administration will have access to your data which is relevant to their function. All employees with such responsibility have been trained in ensuring data is processed in line with GDPR.

Data is shared with third parties for the following reasons:

- DfE – for the purpose of statutory returns and inspections by Ofsted

We may also share your data with third parties for other reasons to comply with a legal obligation upon us. We have a data processing agreement in place with such third parties to ensure data is not compromised. Third parties must implement appropriate technical and organisational measures to ensure the security of your data.

We do not share your data with bodies outside of the European Economic Area.

14.7. Protecting your data

We are aware of the requirement to ensure your data is protected against accidental loss or disclosure, destruction and abuse. We have implemented processes to guard against such.

14.8. Retention periods

We only keep your data for as long as we need it for, which, for financial transactions can be up to 7 years. For statutory returns 2 Ofsted inspection cycles.

Document	Retention Period
Invoices/Expense claim forms	6 years (from end of financial year in which the transaction was made)

Bank records of payments made	6 years (from end of financial year in which the transaction was made)
Records of trainees allocated to placement schools (including mentor details)	2 Ofsted inspection cycles (6 years)
Attendance registers of training sessions	2 Ofsted inspection cycles (6 years)

14.9. Your rights

You have the following rights in relation to the personal data we hold on you:

- a) the right to be informed about the data we hold on you and what we do with it;
- b) the right of access to the data we hold on you. We operate a separate Subject Access Request policy and all such requests will be dealt with accordingly;
- c) the right for any inaccuracies in the data we hold on you, however they come to light, to be corrected. This is also known as ‘rectification’;
- d) the right to have data deleted in certain circumstances. This is also known as ‘erasure’;
- e) the right to restrict the processing of the data;
- f) the right to transfer the data we hold on you to another party. This is also known as ‘portability’;
- g) the right to object to the inclusion of any information;

In addition to the above rights, you also have the unrestricted right to withdraw consent, that you have previously provided, to our processing of your data at any time. Withdrawing your consent means that we will stop processing the data that you had previously given us consent to use. There will be no consequences for withdrawing your consent. However, in some cases, we may continue to use the data where so permitted by having a legitimate reason for doing so.

If you wish to exercise any of the rights explained above, please contact Trevor Taylor, Director of Operations, The Constellation Trust, ttaylor@theconstellationtrust.org.uk.

14.10. Making a complaint

If you think your data rights have been breached, you are able to raise a complaint with the Information Commissioner (ICO). You can contact the ICO at Information Commissioner's Office, Wycliffe House, Water Lane, Wilmslow, Cheshire SK9 5AF or by telephone on 0303 123 1113 (local rate) or 01625 545 745.

14.11. Data protection compliance

Our appointed compliance officer in respect of our data protection activities is:

Robert Kennington, Chief Financial and Operating Officer, The Constellation Trust

rkennington@theconstellationtrust.org.uk

[Please sign but keep this copy for your records]

15. School based practice Health and Safety Checklist:

Please sign below to confirm the following:

Name of school/college/nursery/organisation [Click or tap here to enter text.](#)

- has a written Health and Safety policy covering its activities;
- has a policy regarding health and safety training (including induction training) for people working in its undertaking;
- will provide all necessary health and safety training and safety equipment for the student teacher as appropriate to their role in the school/academy/college/nursery/organisation;
- has Employer and Public Liability Insurance (please see * below);
- carries out risk assessment of its practices to identify possible risks whether to employees or to others within its undertaking;
- keeps risk assessments under regular review and implements results;
- has a formal procedure for reporting and recording accidents and incidents in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR) and other legislation;
- has emergency procedures to be followed in the event of serious and imminent danger to people at work in its undertaking;
- will report to Yorkshire and Humber Teacher Training all recorded accidents involving student teachers;
- will report to Yorkshire and Humber Teacher Training any sickness involving student teachers.

The above statements are true to the best of my knowledge and belief.

Headteacher [Click or tap here to enter text.](#) Date [Click or tap to enter a date.](#)

Who is your nominated contact for compliance with the requirements of health and safety legislation?

Name and position [Click or tap here to enter text.](#) Email [Click or tap here to enter text.](#)

* Employer and Public Liability Insurance

If this is held by a local authority please insert name of LA [Click or tap here to enter text.](#) (Yorkshire and Humber Teacher Training has written confirmation from LAs of this insurance)

OR

If this is held by the school or another body please provide details of the insurer and expiry date or enclose a copy of the broker's letter.

Click or tap here to enter text.

Please note that these insurances should cover any liability incurred by a school based practice student as a result of his/her duties as an 'employee' (Once students are on school based practice they are perceived as "employees" for the purposes of health and safety law; this means that the school / organization has the same duty of care towards them as regards health and safety measures as any other employee. See section 6.5 of the Partnership Agreement for further details).

[Please sign but keep this copy for your records]

16. Secondary Partnership Agreement 2026-27:

Please sign and return a copy of this statement to the YHTT Partnership Office,
admin@yhtt.ac.uk

We have read, understood and accept the above agreement and are committed to delivering it in partnership

Name of school: Click or tap here to enter text.

Signed: Click or tap here to enter text.

(Headteacher/Principal)

Date: Click or tap to enter a date.

Signed: Click or tap here to enter text.

(SCITT Director)