- Detail – we train over 800 new teachers every year meeting the staffing news of local and regional schools
- Capacity to grow - 48 new schools joined the partnership this year
- Use of the key language – ‘Partners value our robust quality assurance mechanisms which are part of our relentless pursuit of excellence.’
- Closing the loop on QA processes – ‘we regularly update our placement processes so that they are clear and manageable for mentors which is supportive of their workloads’
- Retention of partners through strong communication and professional development – we gave examples – ‘Our mentor training is attended by all mentors who work with us, and we use this as a vehicle for professional development with a strong emphasis on coaching, drawing on the expertise from our postgraduate certificate in coaching and mentoring.’

i. Your approach to selecting, training, retaining, and supporting partners to ensure consistently high-quality training across the partnership.

ii) Where applicable, how you will work with Teaching School Hubs (TSHs), and how this partnership will work in practice / the role that TSH(s) will play Unless you as the lead applicant are a Teaching School Hub yourself.

- Providing trained teachers within their catchment to help tem meet their remit for ITE
- Invite them to partnership events
- Involvement with TSH partnership boards – we gave examples
- High level implementation timeline identifies how we will work with TSHs
- Involve TSH with our working parties to design the new requirements

Q2 High-level Implementation Timeline

Timescale	Goal	Action	Success Criteria	Evaluation	Those responsible			
					HEI	Partnership Working Groups	Strategic Management Board	Teaching School Hub
May/June 2022*	Set aims and objectives informing redesign of curriculum to meet quality requirements. Confirm partnership values. Identify priorities	Contact partnership and arrange meeting times and places. Confirm agreed timeline.	Clear objectives set. High-level implementation agreed and next steps identified	In process				
July 2022	Developing marketing campaign to ensure existing and new partner views are part of developing plans	Marketing campaign established based on aims and objectives to reach out to all partners	Partnership is informed and able to participate in the process	In process				
July 2022	Establish working parties to design key elements of the new proposals: • Intensive Placements committee • Mentor Curriculum Committee							

iii) How you will quality assure the ITT programme delivered by your partnership, including how you would deal with challenges or issues among your partners.

- Robust governance arrangements
- Partnership agreements set out each parties responsibilities
- Organagram set out roles and responsibilities
- QA processes – we set ours out in QA handbook – cycle of QA interventions – use examples of what you do.
  - RAG rating of placements
  - Internal and external moderation
  - Overview of SMB
  - Ensuring that lead mentors are part of our QA processes overseeing work of general mentors
  - Triangulation of views of key stakeholders

iv) How curriculum materials will be developed ready for 2024/25 delivery, including how you will use your organisation's expertise and the expertise of any partners.

- Structural plans - High level timeline identified working parties to develop curricula materials including partners (TSHs to be part of this).
- Mechanisms to support curriculum development – working parties will report into oversight committees which will ensure plans are on track to meet ITE Criteria for 24/25 and are properly costed

v) How school placements will be secured, including how you will use your organisation's relationships and the relationships of any partners.

- Contextual information
  - Drew on the fact that we are a large organisation which can operate at scale with a large resource base.
  - We can support a large partnership network
  - London context with high staff turnover.
- Resources – Abyasa to secure and monitor placements
- Benefits for schools of partnership
  - Relationships with schools
  - CPD
  - Communication – newsletters etc.

vi) Your approach to working with partners, including the principles of how the responsibilities and resources are shared across the partnerships and how funds will be distributed across the partnership to ensure high-quality trainee provision.

- Partnership agreements set out responsibilities including agreement on payments – use this expereince to design contracts – this agreement was set out in our timeline which made it less vague.
- Working parties report into oversight committees as detailed in timeline.

vii) How you will draw on trainee and partner feedback, as well as other sources of evidence, to encourage a culture of continuous improvement across the partnership