

RIPLEY ITT



SCITT Partnership Agreement for Strategic School Partners 2026-27



RIPLEY ITT

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Context and Commitments

Partner School: [NAME OF SCHOOL]	
Partner School Name and Address:	
Headteacher/Principal	Name:
Headteacher/Principal's contact details	Email: Telephone:
Partner School's Representative	Name: Email:
SCITT contact details:	Post Address:
SCITT Authorised Representative	Name: Felicity Ackroyd Role: SCITT Director Organisation: The Bay Learning Trust for Ripley ITT Email: ackroydf@ripley.lancs.sch.uk Telephone: 07747584941 Postal Address: As above

This **AGREEMENT** is between Ripley ITT, hereinafter referred to as the SCITT and **[INSERT NAME of SCHOOL]**, hereinafter referred to as the partner school.

This Agreement and any associated financial agreements shall commence on the date on which it is signed by all parties and shall continue, unless terminated earlier in accordance with its terms, until either party gives to the other no less than six months' written notice to terminate or on 31 August 2027, whichever is earlier.

The agreement relates to the provision of initial teacher training (ITT) programmes, hereinafter referred to as the programmes, leading to the award of Qualified Teacher Status (QTS) in which the SCITT and the partner school work in partnership. This agreement relates to both primary and secondary programmes across provider led and employment led provision. The agreement will be reviewed on an annual basis by Ripley ITT and strategic partners from the Executive Steering Board.

In addition, the term 'trainee teacher' will be used to encompass provider-led trainee teachers, teacher apprentices and assessment only candidates, unless specifically referred to.

The agreement details the roles and responsibilities of the partners in the ITT programme; provides links to other documents and additional expectations and requirements that must be met by the partners and that form part of the Partnership Agreement. Taken together, these documents define:

- the key requirements and expectations that the SCITT and its partners must fulfil
- the procedures and codes of practice that must be followed
- the legislative framework that underpins the ITT programmes and with which all school partners and the SCITT must comply
- the processes and systems that must be followed in the programme
- the roles and responsibilities of all partners
- the management and operational structures of the SCITT
- the content and delivery of the ITT Programmes

All partner schools selected to work with the SCITT are subject to quality assurance audits that the SCITT will undertake with the school before and during the programme and subject to signing the Partnership Agreement. Provision is detailed elsewhere in this agreement for the further training or de-selection of schools, and/or withdrawal from the agreement if deemed necessary by either party to the agreement.

Fundamental to the work of the SCITT is a recognition that the success of its programmes and its trainee teachers hinges on securing effective partnerships with schools in which all parties work together in a shared pursuit of excellence and in which all strategic partners play a part in all aspects of the partnership, including:

- Participation in the design of the programme curriculum
- Participation in the proposed delivery of the programme – hosting trainees at your school on placement and, if required, deploying colleagues to deliver sessions according to the best expertise in your school
- Seeking ways to recruit potential trainees to the programme – recruitment events, flyers in newsletters, advertising on your school website etc.
- Offering work experience/taster visits for potential trainees on our School Experience Programmes
- Participation in the selection process – being a part of the interview panel
- Release of your staff for attendance at mentor training sessions
- Appointment of Professional/ Lead and Subject/ Phase Mentors who will provide outstanding mentoring and coaching
- Working with Ripley ITT to manage trainee and mentor workload and protecting trainee mental health and well-being

To ensure a consistent, high quality provision it is imperative that the Partnership Agreement is understood and adhered to. This document clearly sets out the roles and responsibilities of each partner organisation and must be signed by each partner.

In summary, the aims of the partnership are to:

- deliver high quality Initial Teacher Training (ITT)
- ensure that trainee teachers become effective teachers who retain in a teaching career
- provide high quality teachers for the children and young people throughout England
- provide opportunity for the collaborative improvement of learning and teaching across the partnership settings

This Agreement has been developed in association with partner schools and will be reviewed and revised with partner schools at appropriate intervals.

Ripley ITT Partnership Memorandum of Agreement

The Partnership is run by The Bay Learning Trust with Ripley St Thomas Church of England Academy as the lead school. Strategic Partner schools are:

- Ashton Community Science College
- Bolton-le-Sands CE Primary
- Carnforth High School
- Carr Hill High School
- Caton St Pauls CE Primary
- Lancaster High School

- Ellel St Johns C of E Primary
- Furness Academy (Training Partner)
- Holme Community Primary
- Lancaster Royal Grammar School
- Longridge High School
- Morecambe Bay Academy
- Our Lady's Catholic College Lancaster
- Old Hutton CE Primary School
- Ripley St Thomas CE Academy (Training Partner)
- St Aidan's CE High School
- St Georges Academy
- St Helens Kirkland and Catterall CE Primary
- St Mary's CE Primary School, Kirby Lonsdale
- St Michaels-on-Wyre CE Primary

All partners have prescribed responsibilities for the quality of provision and standards of work defined in definitive programme documentation.

All partners in the SCITT work together to provide high quality programmes of Initial Teacher Training (ITT) which are compliant with the Initial Teacher Training Criteria and Supporting Advice (2012, updated Oct 2025) and the Teachers' Standards for the Award of QTS (2012). In addition, Ripley ITT partnership will ensure that all elements of the Initial teacher training (ITT): ITTECF (Nov 2024) are covered in the training programme.

Recruitment targets for new members of the partnership will be agreed annually and all other outcome targets will be recorded on the 'Annual Operating Statement'.

Members of the partnership shall not charge sub-let, assign, transfer or declare a trust over or deal in any other manner with any or all of its rights and obligations under the Agreement without the SCITT's prior written consent. The SCITT may at any time assign, transfer, charge, subcontract, declare a trust over or deal in any other manner with any or all of its rights under the Agreement.

All financial and contractual information and material supplied by members of the partnership appertaining to the partnership must be treated as confidential by all partner organisations, its employees and agents and stored with appropriate security measures to restrict unauthorised access. Partners agree not to disclose any such information and material to any unauthorised person for so long and to the extent that such information and material is not and continues not to be published or generally available otherwise than in breach of these terms of Agreement.

This Agreement, and all negotiations and any legal agreements prepared in connection with the Agreement, and any dispute or claim (including non-contractual disputes or claims) arising out of or in connection with them or their subject matter or formation shall be governed by and construed in accordance with the law of England and Wales.

Without prejudice, in carrying out this Agreement the partnership:

- shall not commit an act of discrimination rendered unlawful by the Equality Act (2010), the UK General Data Protection Act (UK GDPR) or the Data Protection Act 2018 or any enactments modifying or replacing them. All parties shall ensure that personal data held and/or transferred between the parties and to third parties shall fully satisfy the requirements of these Acts;
- shall comply with all relevant requirements contained in or having effect under the legislation relating to health, safety and welfare at work.

Any dispute between the partnership referring to or touching upon the terms of this Agreement shall in the first instance be referred to the Headteacher at the partner school and The Accounting Officer who, if they cannot resolve such disputes, will agree upon an arbitrator for such purpose.

The terms of this Agreement may only be varied by agreement in writing between persons duly authorised by the parties (or their authorised partners).

Nothing in the Agreement shall render the partner school liable to indemnify Ripley ITT in respect of any liability of any kind incurred by Ripley ITT to any other person but this shall not be taken to exclude or limit any liability of the partner setting to Ripley ITT that may arise by virtue of either a breach of this Agreement or any negligence on the part of the partner school, its staff or agents.

Nothing in the Agreement limits any liability which cannot legally be limited, including but not limited to liability for death or personal injury caused by negligence and fraud or fraudulent representation.

This Agreement shall be of no effect until it is signed by or on behalf of all parties.

Termination

Without affecting any other right or remedy available to it, this Agreement may be terminated by any party giving to the other not less than six calendar months' notice in writing, without the need to give any reason, providing outstanding financial and personnel commitments are honoured, and that the rights of trainee teachers are safeguarded.

Any party may terminate this Agreement with immediate effect in the event of a material breach of any of its terms by the other party. Such termination shall not affect the rights, which the party so terminating the agreement may have against the other party in consequence of the breach.

Partnership in Initial Teacher Training

Fundamental to our SCITT purposes is our recognition of the needs of schools in our local areas and beyond, for high quality teachers who can work highly effectively with students of all abilities, faiths and communities. We believe that our SCITT partner schools have the range of pupils, and the staff expertise to provide highly effective ITT programmes. These will equip trainee teachers with the skills, knowledge and experience to deliver educational excellence to pupils in areas of social and economic deprivation; to work with diverse communities; and to raise learners' aspirations and support them to achieve their potential.

Our SCITT is founded upon a principle of providing mutual benefits to schools and communities in our partnership and the recognition that we can only do this in partnership with others.

Commitments of Ripley ITT

- To involve partner schools in all aspects of ITT work from programme and partnership development to recruitment and employment.
- To work with and support our partner schools to provide high quality training.
- To maintain high levels of accountability and transparency in our management and operational structures that ensure the SCITT and its partners operate, and can be seen to operate, at all times in accordance with relevant legislation, implement appropriate monitoring, quality assurance and improvement planning, and safeguard the entitlements, rights and expectations of our trainee teachers and their pupils and our SCITT mentors and partner schools.

- To maintain high quality communication with partner schools and transparency in our financial agreements with them.
- To make explicit, and operate fairly, criteria for selection and de-selection of partner schools.
- To be accountable for the SCITT being compliant with the Secretary of State's Initial Teacher Training Criteria and Advice (updated Oct 2025) and all relevant legislation regarding the suitability of trainee teachers to train on our programmes, and other pertinent legislation.
- To provide forums for consultation with, and development of partner schools and staff that ensure high quality training and engagement of schools with the SCITT's strategic development.
- To work at all times to promote and support the mental health, wellbeing and progress of our trainee teachers.
- To ensure that trainee and partner workload is regularly assessed and addressed where necessary.
- The SCITT will be responsible for responding to any freedom of information requests sent directly to the SCITT relating to its programmes in line with the Freedom of Information Act 2000. The SCITT may require the partner school to supply such information and documentation to the SCITT to allow it to comply with its legal obligations.
- Developing and administering all marketing and publicity materials.
- Providing information and advice to prospective trainee teachers enquiring about the provision through informative events, written information and through school experience.
- All recruitment procedures including shortlisting, compliance check and the quality assurance of long listing and interview procedures.
- Managing DfE Apply and ensuring that information is accurate and status is regularly updated.
- All post interview procedures including safeguarding checks and clearance, compliance checks and induction.
- All financial procedures; including student loans, provider-led trainee bursaries, school direct grant funding and levy funding, providing advice to trainee teachers, transferring monies across the partnership and the auditing of accounts.
- The production and accessibility of all documentation.
- Ensuring that all scheduled meetings/boards take place and communication is effective.
- Quality assurance arrangements for all processes and procedures, including trainee teacher satisfaction. For the academic year 2026-27 Ripley ITT will conduct a minimum of 5 visits or meetings to partnership schools to assure the quality of school-based provision. The SCITT Director and Deputy/ Assistant Directors will quality assure all aspects of each subject /phase tutor's work. The external moderator will in turn quality assure the SCITT's judgements and quality of provision. All quality assurance will be reported to the Executive Steering Group Board.
- Provide ongoing support through the role of the Lead Mentor.
- Arranging oversight of the operation and review of the provision via appropriate committees such as boards and working groups.
- Ensuring equality of access to the programme and that procedures are compliant with The Equality Act (2010).
- The content and the delivery of the programme.
- Managing any complaint in accordance with partnership procedures.

- The completion of the self-evaluation document and subsequent annual operating statement.
- Reporting statistical data to Secretary of State for Education, as part of required quantitative returns and accounting to the Secretary of State for Education in terms of numbers recruited and use of the funding provided, outcomes and alumni.
- Providing a suitable venue and resources for all professional and subject/phase training.
- Providing trainee teacher services, in terms of general advice, financial advice, wellbeing advice, IT support and general support.
- To eradicate unnecessary bureaucracy.
- Providing a broad offer of mentor training, ensuring that all mentors are suitably trained.
- Ensuring all partners fulfil their partnership agreement, are compliant and abide by statutory regulations concerning employment and equality.
- Enabling partners to be fully involved in the partnership's decision making, the creation of the annual self-evaluation report and subsequent annual operating statement.
- ITT Ofsted inspections, arrangements and outcomes.
- The Accredited Provider is responsible for assessment judgements and recommendations.

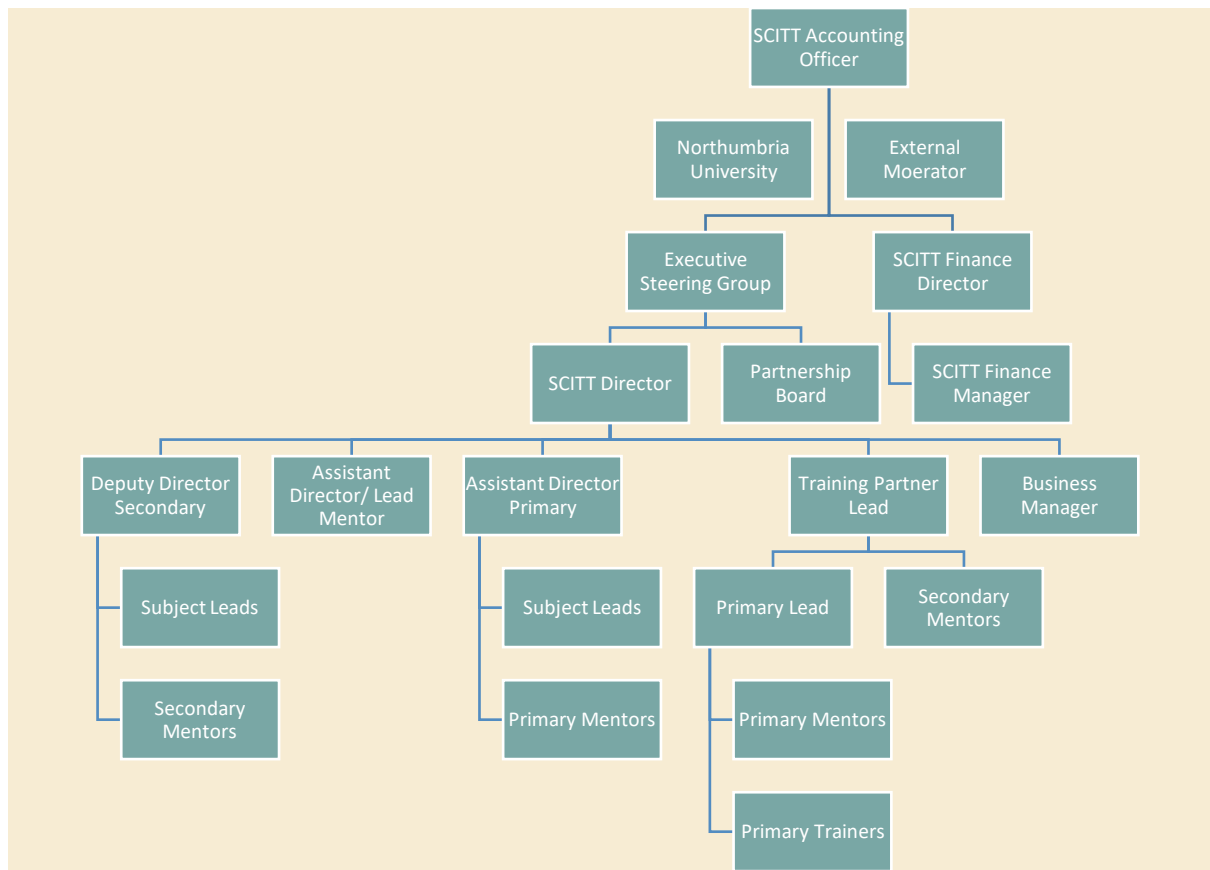
Commitments of the School Strategic Partner

- To provide trainee teachers with an appropriate context for high quality teaching and learning on their programme.
- To identify and support appropriate staff to undertake the roles set out in the Partnership Agreement.
- To work with the SCITT to ensure that staff are well prepared and have attended mandatory mentor training for their role in the SCITT programme; are supported by the school to carry this out; evaluate the training they provide and act upon the findings to improve their training effectiveness; and to ensure that all school-based personnel involved in the SCITT provision follow the guidance laid down in the Programme Handbooks and associated assessment documents.
- Provide a minimum of 1.5 hrs per week of mentoring support for each trainee as stipulated in C2.5 of the ITT Criteria (2025/26).
- To work with the SCITT in relation to any response it is required to provide to a freedom of information sent to the school in line with the Freedom of Information Act 2000.
- To provide trainee teachers with training, resources and support appropriate to their programme.
- To engage in monitoring, evaluation and development of the trainee teachers' learning and experience in school.
- To ensure that trainee teachers receive their entitlement as outlined in the Programme Handbook.
- To accurately assess the trainee teachers, following Ripley ITT's methodology and associated paperwork.
- To implement in an accurate and timely manner the SCITT's processes and procedures and programme requirements and support the SCITT in quality assuring and improving the SCITT training provision.

- To actively engage in recruitment and selection of trainee teachers to the SCITT.
- To act in accordance with the Partnership Agreement and the programme expectations and requirements.
- To work to promote and support the mental health, wellbeing and progress of trainee teachers in the school.
- To ensure that trainee workload is regularly assessed and addressed where necessary.
- To attend meetings as outlined in the Partnership Agreement.
- To ensure that a professional mentor is in place/ appointed to quality assure training across the school.
- To ensure that mentors can attend mentor training and are suitably qualified for the role.
- To ensure that mentors formally observe each trainee teacher on a weekly basis (complete lesson or drop in sessions) and provide, at least, one hour of reflection, subject/phase knowledge/pedagogy, feed forward and action step setting per week.
- To ensure that trainee teachers can access effective practice observations of suitable staff across school.
- To ensure that trainee teachers can attend centre-based training.
- To ensure that trainee teachers are given time to complete school-based tasks, enabling seamless alignment of centre and school-based training.
- To inform the Head of ITT and Teacher Development of any setting Ofsted inspection and subsequent outcome.
- To ensure that trainee teacher timetables (including age range and breadth) are compliant (no more than 90% for a teacher apprentice).
- To ensure that trainee teachers on the 'Core Provider-led Training Pathway' are supernumerary.
- To ensure that teacher apprentices are contracted as an unqualified member of staff and paid accordingly (minimum UQ1), for the full duration of the apprenticeship; with access to a pension and child care/ cycle to work/ computer salary sacrifice schemes, if applicable.
- To ensure that teacher apprentices are released for a contrasting placement.
- To ensure that robust induction is provided for all trainee teachers to include safeguarding, health and safety and school processes.
- Provide appropriate amenities, learning environments and IT access and support are available for trainee teachers.
- To ensure that all documentation relating to the programme is completed efficiently, within the prescribed time frame.
- To provide pastoral support for trainee teachers within the partner setting.
- To support trainee teachers with managing workload and wellbeing and provide appropriate PPA time within the timetable, e.g. half-day per week.
- To ensure there is equality of opportunity and inclusion for all trainee teachers, consistent with the statutory access and equality policy.
- To ensure that trainee teachers can attend the partnership inductions and any other unplanned meeting deemed necessary.
- Contribute to the development of the partnership, contributing to the annual self - evaluation document and subsequent annual operating statement.
- Review and revise key documentation used by the SCITT.
- Enable partnership staff to conduct joint observations with mentors and external partnership consultants.

- Enable the external moderator to access all necessary activity and documentation to form judgements.
- Enable Ofsted access to trainee teacher activity (observations, evidence etc...) on the school site.
- To agree to Ripley ITT keeping data relating to:
 - School and mentor contact details
 - Quality assurance information
 - Mentor training records

Ripley ITT Management Structure



Membership of Boards and Committees

Committee	Quorum	Function	Members
Bay Learning Academy Trust: Quality and Standards Committee	3	Trust level and holds the SCITT to account.	Chair of Trustee Board Chief Executive Officer Director of Ripley ITT Director of School Improvement 3 x Trustees The Bay Learning Trust Lead Principal Governance Support Officer (notes)
Trainee Appeals Committee	3	For trainee and apprentice appeals against the award of QTS.	3 independent appointees to be nominated by the Quality and Standards Committee and to include a Chair of the Appeals Committee nominated to serve for three years
Examination Board	4	Board to recommend trainees and apprentices for QTS.	Accounting Officer External Moderator SCITT Director SCITT Deputy Director Primary SCITT Deputy Director Secondary Training Partner Lead School Partner Principals x2 Governance Support Officer (notes)
Ripley ITT Executive Steering Group Board	5	Governing body which the SCITT reports to. The Board provides strategic oversight of the SCITT.	Accounting Officer External ITT Representative Ripley ITT Finance Manager SCITT Director SCITT Deputy Director Secondary SCITT Deputy Director Primary Staff Representative x1 School Partner Principals x 4 Governance Support Officer (notes)
Ripley ITT Partnership Group	None set	Includes school partners to discuss specific areas of ITT provision and to gain evaluative feedback from stakeholders.	SCITT Director SCITT Deputy Director Primary SCITT Deputy Director Secondary SCSD Programme Leader Tutor x1 School Representatives Training Partner Lead (mentors/ professional mentors) Governance Support Officer (notes)

		Documentation is reviewed and revised by members of the partnership.	
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Headteachers and Governors

It is essential that the school's leader and the governing body are fully committed to participating in Initial Teacher Training in partnership with Ripley ITT. The Headteacher is responsible for:

- Keeping governors, staff, parents and pupils informed about the purpose, nature and outcomes of the school's partnership with the SCITT and ITT.
- Ensuring that the school is an appropriate setting for effective training and provides staff and trainee teachers with access to support, good practice and necessary resources including training and that the school operates effective and compliant policies and codes of practice in relation to the school's responsibilities and the SCITT's responsibilities. This includes training provision that meets the Secretary of State's Initial Teacher Training Criteria and Advice and the SCITT's codes of practice and policies in relation to its training and trainee teachers.
- Attending Partnership Board.
- Attending the Executive Steering Group Board if required

The roles and responsibilities of the SCITT training team and of school training partners are detailed below.

Responsibilities of Partner Organisations

Accounting Officer:

The Accounting Officer has overall responsibility for the Ripley ITT. This role involves:

- Reporting statistical data to Secretary of State for Education, as part of required quantitative returns and accounting to the Secretary of State for Education in terms of numbers recruited and use of the funding provided.
- Responsibility for Ofsted ITT inspections.
- Monitoring the work of the Finance Officer and SCITT Director.
- Reporting to the school governing body on the work of the Ripley ITT.
- Managing the Ripley ITT partnership, including the selection and de-selection of partners.

SCITT Finance Director:

Accountable to the Executive Steering Group Board and Quality and Standards Committee with financial oversight of the SCITT and the security and probity of its financial operations. Required to:

- Be accountable for full financial reporting related to the SCITT including the provision of financial reports at least termly, the preparation of SCITT annual accounts, the securing

of external auditor reports, the management and reporting of student loans, bursaries and other income and disbursements within the SCITT.

- Be accountable for effective management and administration of SCITT financial procedures.
- Have responsibility for developing financial systems and processes that meet legislative requirements and other responsibilities in relation to probity, transparency and accuracy that are expected of all public bodies and private businesses.
- Have responsibility for reporting in a full and timely manner, to the SCITT Director, any perceived risks, threats or other matters that could compromise the SCITT's effective and efficient delivery of business or the meeting of its responsibilities to trainees and partner schools.
- Monitoring the work of any finance professionals.
- Attend SCITT committees as outlined above.

SCITT Finance Manager:

- Monitoring incoming tuition fees, processing on the accounting system and reconciling against bank receipts.
- Processing purchase orders for SCITT.
- Matching goods received notes against purchase orders.
- Processing purchase invoices and monitoring the purchase ledger.
- Preparing BACS runs.
- Preparing payments to partner schools for placements, SLE provision and conference facilities.
- Processing recharges from the SCITT to the Academy for salary costs, office space and any other expenditure incurred by the Academy on behalf of the SCITT.
- Preparation and submission of VAT returns and computation of partial exemption calculations.
- Preparation of monthly management accounts for the SCITT.
- Ensuring accurate ILR returns to the DfE.
- Reporting to the SCITT Finance Director.

SCITT Director:

A SCITT member of staff accountable for all SCITT programmes, for developing and maintaining partnerships with schools, and liaison with the Ripley ITT Partnership Group, Executive Steering Group Board, Examination Board and Quality and Standards Committee, DfE, Ofsted and other external agencies. Required to:

- Provide vision and leadership to the SCITT.
- Secure transparency, probity and quality in all operations of the SCITT.
- Ensure that the SCITT is financially and academically sound.
- Be accountable for compliance of all aspects of SCITT work with the Secretary of State's Criteria for ITT and all relevant legislation relating to ITT.
- Responsibility for ITT Ofsted inspections and DfE audits.

- Promote strong relationships and effective working arrangements with all SCITT partner schools and their senior leadership and be accountable for ensuring that all partner schools act in accordance with the SCITT's expectations, policies and processes as agreed within the SCITT partnership agreement with its school partners.
- Ensure that all aspects of ITT are thoroughly quality assured.
- Ensure that the assessment of trainees is accurate and evidenced.
- Oversee the distribution of partnership funding to schools.
- Select, appoint and quality assure appropriate personnel to develop, deliver and quality assure SCITT programmes.
- Implement and oversee management operations to secure high quality training provision (curriculum intent), training delivery (implementation centre and school) and training outcomes (impact centre and placement and employing school).
- Be accountable for the SCITT's self-evaluation and improvement planning.
- Line manage, in relation to their SCITT responsibilities and work-loads, the Deputy/ Assistant Directors, the SCITT Finance Manager and the Administration Officer.
- Ensure the effective deployment of all personnel supporting SCITT delivery.
- Report accurately and in detail to the Executive Steering Group Board, Examination Board and Quality and Standards Committee on all aspects of SCITT business.
- Control SCITT budgets responsibly and with probity and transparency and report in a timely manner to the Executive Steering Group Board and Quality and Standards Committee and share any risks or concerns regarding SCITT business and its responsibilities to trainees and staff.
- Oversee high-quality professional development for all school mentors and trainers involved in the ITT partnership.
- Ensure the strong engagement of schools in the strategic leadership and management of the programme and the design, delivery and assessment of training and improvement planning.
- Liaise with the External Moderator, DfE, HEI strategic partner, DfE and Ofsted.
- Attend SCITT committees as outlined above.
- Audit staff training needs and provide staff professional development.

Deputy/ Assistant Director/Lead of Primary/ Secondary

SCITT appointees accountable for the design, delivery, evaluation and improvement of the programmes and the integration, coherence and delivery of the programmes across all locations of learning (schools, SCITT centre, independent and guided learning and assessment). The post holder is required to:

- Ensure that the SCITT works within the regulations, criteria and statutory guidance governing ITT, including the implementation of the recruitment and retention strategy to raise teacher quality and effectiveness and the Ofsted framework.
- Ensure that the SCITT remains a leader in the sector by responding to developments in ITT both locally and nationally.
- Develop strong relationships with external partners, including Teaching School Hubs, MATs etc.
- Develop strong relationships with key staff in partnership schools, including Head Teachers, Professional Tutors, Subject / School Based Tutors.
- Remain up to date with Ofsted frameworks and ensuring inspection readiness.

- Support the review and updating of key documentation on an annual basis, including year overviews, detailed programmes, programme handbooks, partnership agreements, self-evaluation documents and improvement plans.
- Support the quality assurance of recruitment and selection, curriculum design and delivery, professional placements, academic assignments, assessment procedures and grading of trainees.
- Lead selection procedures in collaboration with partnership schools.
- Liaise with partnership schools to support local and regional recruitment.
- Build relationships with non-partnership schools in the region and nationally to secure routes into employment.
- Ensuring full compliance to safer recruitment of SCITT applicants.
- Support trainees to secure employment at the end of their training year, including marketing courses and trainees to potential employers, supporting the application process and writing references.
- Lead and manage all aspects of primary *or* secondary provision, including curriculum development, training, quality assurance and trainee outcomes.
- Lead the design and management of the primary curriculum in line with the ITT Core Content Framework and the relevant Ofsted Framework; this includes working with a range of delivery partners.
- Keep up to date with developments in educational research to ensure that curricula remain current.
- Lead and manage subject leads, mentors, tutors, trainers and trainees as directed by the Director of SCITT.
- Lead the marketing, communication and recruitment of primary trainees.
- Support with the leadership, design and implementation of the SCITT programmes.
- Contribute to the effective communication, training and support for partnership mentors.
- Support with finding and managing SCITT placements.
- Lead staff development for the Primary SCITT core team, link tutors and school -based mentors.
- Track trainee progress throughout the year and ensure that all are supported and challenged as appropriate.

Lead Mentor

Appointed by Ripley ITT to support with strategic and operational decision-making, including:

- To support Ripley ITT's recruitment and selection process of trainees.
- To join the interview panel, when possible.
- To provide employment support for trainees where possible, e.g. mock interviews.
- Contribute to the design and delivery of the mentor training sessions and the Ripley ITT mentor curriculum.
- Contribute to the design and delivery of the Ripley ITT training programme.
- Provide additional support to new mentors where required.
- Contribute to the development of the Mentor Team and the creation of resources, including online materials, to support mentoring.
- Provide targeted coaching support to mentors across the partnership as required.
- Carry out quality assurance visits to schools across the partnership as directed by the Director of Ripley ITT.

- Attend and contribute to Partnership Boards and Executive Steering meetings, as required.
- Attend relevant mentor training and professional development for lead mentors, e.g. NASBTT modules.

Professional Mentors

Appointed by partner schools to be accountable for the overall coherence, consistency and quality of training within their named school or a group of schools and for monitoring trainees' overall programmes within school/s to ensure that training and opportunities in school meet the trainee's needs and entitlements within the SCITT Programme. They are required to:

- Quality assure in school provision, assess and monitor standards of teaching, learning and engagement across the area/school, taking responsibility and being accountable for trainee development, modelling excellence and challenging underperformance and underachievement.
- Providing clear policies, systems and structures which are clearly communicated to trainees.
- Ensuring equality of opportunity for all trainees, regardless of their origin, ensuring that ethnic, cultural and religious diversity are valued.
- Appointing suitable subject mentors in their school, ensuring that only suitably qualified and experienced staff plan, deliver, facilitate, monitor and assess the training.
- Provide a school and subject/phase induction for trainees.
- Provide exceptional school experience for trainees.
- Provide school experience days for potential trainees and support the recruitment process.
- Co-ordinate and oversee the work of the school mentors and monitor their performance.
- Evaluate staff training needs and report to the SCITT Deputy Directors.
- Oversee the return of trainee key assessment progress reports to the Administration Officer.
- Engage in joint observations with school mentors to secure consistency, fairness and quality of support to trainees.
- Attend mandatory mentor training and engage in regular professional development activities to continuously extend coaching expertise.

Subject Leads

The Ripley ITT will ensure that we provide an effective curriculum for specialist secondary subjects and across all primary subjects. For each subject there will be a Lead Subject Lead. We have expert practitioners in each of these subjects who will undertake this role and their responsibilities will include:

Curriculum Design and Delivery

- To design the curriculum for trainee teachers of secondary, ensuring that relevant aspects of the ITT Core Content are thoroughly covered and Ripley ITT's curriculum priorities that are currently reading and literacy and SEND.
- Ensuring that the secondary training curriculum draws on evidence-based research.
- Ensuring that the xxxxxx training curriculum builds on Ripley ITT's generic secondary/primary training curriculum.

- To have a sound knowledge of each placement school's curriculum, ensuring that trainees and subject mentors understand best research-evidence of effective xxxxxxx curriculum design and teaching.
- To ensure that subject/phase mentors have a deep understanding of Ripley ITT's curriculum so that they can support the trainees to learn how, learn more and practise learning in school.
- To keep up-to-date with current educational research and thinking.
- Attend regular professional development activities to continuously extend expertise in teaching and learning.
- Responsible for advising the Deputy Director Secondary/ Primary: of resource requirements and changes in curriculum requirements or government priorities in their subject.
- To create and deliver subject specific mentor training.

School Mentors:

Selected by partner schools to be responsible for mentoring trainees and ensuring appropriate day-to-day programme, opportunities, support and feedback are provided to their trainee/s and for providing formative and summative assessment and feedback on the trainee's progress. Required to:

- Ensuring that trainees have a suitable teaching timetable.
- Conduct weekly/ frequent observations and development discussions providing written action steps and feedback, captured on the 'Weekly Progress Tracker' in line with the SCITT's policies, procedures and practices.
- Hold a weekly review and development meeting with the trainee to support his or her development and identify progress drawing on observations of the trainee's teaching, written files, plans and other records of learning.
- Monitor and report on trainee progress, and contribute to termly review process and the final assessment of the trainee against the Teachers' Standards.
- Attend mandatory mentor training and engage in regular professional development activities to continuously extend coaching expertise.
- Utilise the SCITT policies and procedures for 'Notice to Improve' and notify the SCITT Director immediately when these procedures need to be used or in any case where the trainee's professional suitability is in question.
- Jointly observe and feedback on at least one of the trainee's lessons per term with a SCITT tutor.
- Support the SCITT's internal and external moderation processes as appropriate.
- Provide pastoral support for the trainee where necessary, in partnership with the SCITT.
- Providing subject-specific feedback to trainees with subject-specific training targets and monitoring trainee progress with Subject Knowledge Audits.
- Participation in selection interviews where possible.
- Modelling outstanding practice and enabling trainees to see expert practice.

SCITT Business Manager:

The SCITT Business Manager will be responsible for the following aspects of administration for Ripley ITT:

- Support the implementation of recruitment processes including responding to and logging all applicant enquiries, managing and organising the recruitment and selection processes, updating SCITT marketing and recruitment literature, communicating with applicants, school partners and staff; logging all interview outcomes in the DfE 'Apply, Register and Publish' database.
- Keep up-to-date and accurate records to check and demonstrate that all trainees have met the Secretary of State's 'ITT Entry and Training Criteria' including, but not limited to, evidence of full eligibility to train in line with current legislation, and evidence of teaching in two schools, in compliant age ranges, with an appropriate number of days in school as laid down in the ITT criteria or other relevant legislation in force.
- Provide administrative support to the SCITT Director and SCITT Deputy Directors and other staff as agreed with the SCITT Director.
- Collect and collate data relating to SCITT programme delivery, quality assurance data, and monitoring and tracking data relating to trainees, staff and partners.
- Maintain an up-to-date DMS of SCITT business and trainee performance suitable for reporting accurately to DfE, SLC and other external bodies.
- Maintain an up-to-date DMS of partner schools, the partnership agreements, the school SCITT activity, their staff expertise and other data relevant to their support of the SCITT programmes and trainees.
- Support trainees with day-to-day administrative matters and to receive trainee queries or complaints and channel them to the SCITT Deputy Directors or other appropriate person.
- Act as a first-line point of reference for communications and enquiries.
- Make training available for staff and students to enable them to access and use relevant resources for the SCITT programme.
- Manage the access of SCITT staff and trainees to the virtual learning environment (VLE).
- Make available via these sites a range of training resources, videos, case studies and other material that will be shared by trainees and teachers across the SCITT.
- Support the administrative team as necessary in managing the SCITT's Data Management System.
- Maintain the trainee attendance and outcome tracker.
- Complete summary reports on all evaluative evidence.
- Advertise and manage School Experience Days.
- Organise and resource School Experience Days.
- Ensure effective communication via social media.
- Maintain the partnership data base.
- Maintain profile information for all stakeholders (partners, mentors and trainees).

The University will be responsible for:

- Providing support for any PGCE student with any declared disability and additional needs.

- Validating the PGCE in line with University guidelines.
- Assessment of PGCE assignments.
- Moderation of PGCE assessment.
- QA of PGCE.
- Recommending the award of the PGCE.
- Delivering assignment support for the PGCE modules and assignments.
- Reporting of PGCE student results via the issuing of end of programme transcripts.
- Providing a Graduation Ceremony where PGCE awards will be conferred.
- Providing access to academic study facilities, resources and materials, including library and VLE.

External Moderator

(Appointed by the SCITT for a term of 3 years to be responsible for advising on standards, consistency and process across the SCITT training provision and assessment).

Required to:

- To provide an independent assessment of the accuracy of outcomes for trainee teachers, quality of training across the partnership, quality of training across the partnership and leadership and management of the partnership.
- To identify strengths, areas to develop and good practice within the ITT provision and play a role in quality enhancement through a clear and thorough written report.
- To provide a judgement on the quality and standard of the programme content, including the use of current, seminal and key theory.
- To analyse the recruitment and admission procedures of the SCITT.
- To review course materials and records of development.
- To appraise the quality and standard of the mentor/coach training.
- To review the support and pastoral structures within the SCITT.
- To evaluate the SCITT's partnership agreements.
- To analyse the use of subject knowledge audits and the tracking of these through the SCITT programmes.
- To review the course evaluations and monitoring systems.
- To assess opportunities for scholarly activity within the SCITT.
- To engage with teaching staff involved in the SCITT.
- To support the mission, vision and values of the Trust and its establishments.

Internal Moderation

- There is a robust quality assurance calendar which is carried out by Ripley ITT and is located in the Governance and Quality Assurance Framework.

Health and Safety of Trainees

The SCITT takes the health and safety of its trainee teachers seriously; it recognises its duty of care and the fact that the trainee teachers are adults.

Travelling to school

In placing trainee teachers for each school experience, the SCITT and partner schools take all steps possible to ensure that trainee teachers can reach their school in a reasonable period of time and by suitable means. This includes using buses, public transport, sharing a journey with another trainee teacher and driving their own car.

If carrying fellow trainees as passengers, trainee teachers driving their own car must submit an 'Insurance Declaration Form' to the SCITT Business Support Officer prior to the first day in school to confirm that their insurance covers them to carry passengers.

In school or training

During their centre-based training responsibility for the health and safety of trainee teacher rests with the SCITT.

During their school-based training, the Headteacher of the school is responsible for ensuring that the school has appropriate public liability insurance.

As part of the induction process the Headteacher, or their nominee, must brief the trainee teacher on health and safety matters, including:

General:

- Procedures and risk assessments for activities e.g. lone working, pregnancy
- Safeguarding
- Codes of conduct/behaviour
- The location of welfare facilities e.g. WCs, rest areas etc.
- The point of contact for health and safety matters
- Dates, times and location of health and safety meetings/ briefings

Fire safety procedures on:

- The discovery of a fire
- Fire drills and evacuation
- Fire alarm testing
- Reporting fire hazards e.g. storage of combustible materials, obstructed fire routes/doors etc
- Smoking

Accident reporting information on:

- Reporting accidents
- Summoning first aid

Where required, instructions are in place for the use of:

- Harmful substances e.g. chemicals
- Safety or specialist equipment e.g. electrical appliances
- Hazardous/harmful materials

Where required procedures are in place in relation to:

- Housekeeping and hygiene standards
- Safe working practices
- Lifting, moving and/or transporting of loads
- The use of transporting and/or lifting equipment.

Risk Assessments: risk assessments need to be in place for all the above and provided on request.

Equality, diversity, bullying and harassment, data protection, DBS and safeguarding

Ripley ITT is responsible for ensuring adherence to all legislation relating to equality and discrimination, disability, rehabilitation of offenders, data protection, and other legislation relevant to working in schools and with children and young people. All school partners are required to comply with such legislative provision and to promote equality of opportunity and the safeguarding of children and young people as set out in the Public Sector Equality Duty [Public sector equality duty - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Both parties will comply with all the applicable requirements of the UK GDPR and the Data Protection Act 2018 (Data Protection Legislation) as further set out at 'Appendix 1 – Data Protection'.

It is unlawful to discriminate directly or indirectly in recruitment or employment on grounds of sex, gender history or gender reassignment, pregnancy, age, colour, race, nationality, ethnic or national origin, sexual orientation, religion or belief, or because someone is married or is a civil partner. It is also unlawful to discriminate unjustifiably on grounds of disability or to fail to make reasonable adjustments to overcome barriers to employment caused by disability.

Equality legislation places positive duties on all public bodies to eliminate discrimination, promote equality and diversity and ensure equality of opportunity. The SCITT is committed to eliminating discrimination and encouraging diversity by creating an inclusive culture. Schools have a responsibility to pre-empt possible discrimination and to act to prevent it from happening and schools must demonstrate documented policy and evidence of a strategy for creating a positive and supportive environment for different groups.

All staff and trainee teachers should be alert to potential discrimination, bullying or harassment that may occur in the workplace. Trainees should be familiar with the policies relating to discrimination at their school. Trainee teachers should be protected from discriminatory behaviour, bullying and harassment. They should be helped to recognise it in any area of their training environments, amongst pupils, staff, and peers and to take appropriate action to deal with it.

The SCITT has a complaints procedure that is outlined in section 6 of this Partnership Agreement.

Schools should operate in full awareness of all relevant legislation in this area. This currently includes:

- Counter Terrorism and Security Act (2015)
- Prevent Duty (updated 2021)
- The Equality Act (2010);
- Public Sector Equality Duty (2011);
- The Special Educational Needs and Disability Act (2001);
- Police Act (1997);
- Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2018;
- Education (School Teachers' Qualifications) (England) Regulations 2003 (SI 1662);
- Education (Specified Work and Registration) (England) Regulations 2012 (SI 762);
- General Data Protection Regulation (2018);
- Freedom of Information Act 2000;
- Education (Health Standards) (England) Regulations 2003 (SI 3139);
- Keeping children safe in education: Statutory guidance for schools and colleges (2025).

The SCITT will advise schools of relevant legislative changes and requires partner schools to work within any legislative changes. The SCITT requires partner schools to make trainees fully aware of their rights and responsibilities under the legislation and to cater for their needs within the scope of the legislation.

The SCITT and partner schools will provide trainees with their policies and codes of practice as part of induction, and provide guidance to trainees about how to address, and refer, if necessary, any issues of concern they may have regarding the implementation of these policies as outlined in section 6 below. The SCITT and partner schools will remind trainees that a breach of the policies and codes of practice may result in disciplinary action and removal from the course.

Trainee Workload and Wellbeing

Partner schools and the SCITT should ensure that the workload of trainee teachers is manageable. Ripley ITT prioritises the eradication of unnecessary bureaucracy.

- > Trainees and apprentices should be timetabled a half-day PPA each week.
- > Workload and wellbeing are checked at weekly mentor meetings.
- > Workload and wellbeing are monitored during QA visits carried out by Ripley ITT.
- > Trainees can begin to use school planning from February half-term if teaching is deemed to be of a secure standard.
- > Timetables should reflect the phase of training, i.e. 50% of the teaching timetable by the end of autumn term. 60% by the end of spring term and 80% by the end of the summer term.
- > Ripley ITT offers additional support through the counselling service and the chaplaincy.

Guidance is available to support partnerships to address trainee teacher workload (<https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite>), using the teacher workload toolkits (<https://www.gov.uk/guidance/reducing-workload-in-your-school>).

Partner schools and the SCITT should protect trainees' mental health and wellbeing.

Selection and Review of Partners

Selection and review of partners is a key element in ensuring the quality of provision. Any member of the Ripley ITT Partnership must be able to fulfil the following criteria:

- Record of proven, specific strengths and expertise
- Commitment to ITT within their school policies and procedures
- Willingness to designate appropriately trained staff with specific responsibilities in relation to ITT
- Commitment to engage in on-going mentor training, management meetings, and to working within the roles and responsibilities described in the Ripley ITT Partnership Agreement
- Understanding of and adherence to the roles and responsibilities defined in the Programme Handbook and Partnership Agreement

- Commitment to trainees' entitlement to follow the SCITT curriculum, including school-based tasks and mentoring
- Commitment to Quality Assurance arrangements and the annual process of feedback, evaluation, monitoring and the critical review of professional practice and partnership activities

Procedure for Partnership Withdrawal

There are some instances where Ripley ITT may need to end a partnership with a school. If a partner cannot adhere to the criteria set out in the Partnership Agreement, Ripley ITT will take a positive and supportive approach based on a range of appropriate support measures for the partnership of schools and settings. However, if, in the case of a partner where all support mechanisms fail and where serious issues remain unresolved, then **formal withdrawal of partnership** remains an option.

Formal withdrawal of partnership is an option in the following circumstances:

- A material breach of this Ripley ITT SCITT Partnership Agreement, including the signed Memorandum Agreement
- Failure to improve after a material breach of the Ripley ITT Partnership Agreement, including the signed Memorandum Agreement
- Lack of adherence to the Ripley ITT Quality Assurance Framework
- Continued failure to meet the above partner criteria despite appropriate support having been provided by the SCITT.

In such cases the SCITT Director will visit the school to investigate the issue and to determine whether the issue constitutes a breach or a material breach of the Ripley ITT Strategic SCITT Partnership Agreement.

If a material breach is identified the SCITT Director on behalf of The Bay Learning Trust has the power to the decision to withdraw formal partnership. This decision will be communicated to the partner school in accordance with clause 25 (Termination) and, in any event, within 5 working days of the visit and will take effect on the fifth day of the notice.

If a breach of the Ripley ITT Secondary SCITT Partnership Agreement is identified but is not immediately deemed to constitute a material breach the issue will be reported to the Accounting Officer. Where the issue requires urgent resolution an Extraordinary Meeting of the Executive Steering Group Board will be held otherwise the issue will become a reserved agenda item on the next Executive Steering Group Board meeting.

The outcome of this meeting will be reported to the Trust Quality and Standards Committee. Should the decision be made to withdraw formal partnership, the decision to de-select the partner school will be communicated to the partner in writing within 5 working days of the decision being reported and shall take effect no less than six calendar months' after receipt.

The decision to de-select a partner school remains the sole right of The Bay Learning Trust on behalf of the Ripley ITT.

Curriculum and Training Programmes

Ripley ITT has several training programmes in place for 2026/27. These include:

- Core Provider Route Secondary (Sept-July) See programme outline in Handbook
- Core Provider Route Primary 3-7 and 5-11 (Sept-July) See programme outline in Handbook
- Teacher Apprentice Secondary (July - May) See programme outline in Handbook
- Teacher Apprentice Primary 3-7 and 5-11 (July-May) See programme outline in Handbook
- Teacher Apprentice Primary SEND Specialism (July – May) See programme outline in Handbook
- Teacher Degree Apprenticeship (Sep start 4-year programme) See programme outline in Handbook
- Assessment Only (Primary and Secondary)

Ripley ITT will make available all programme handbooks to partner schools via MOSAIC

Complaints and Appeals

Purpose Ripley ITT is committed to providing a high quality of training and experience. All partner schools are committed to this and engage with programme design, delivery and evaluation. Trainees are regularly asked for their evaluation and feedback on all aspects of the programme. However, we recognise that things can still go wrong and Trainees who are dissatisfied with an aspect of their training or experience on the programme have the right to complain.

Scope

The following concerns or complaints are excluded from being dealt with under this policy:

- Safeguarding and child protection – this is to be raised and handled under the relevant partner school's child protection policy

- Academic Assessment Board – Trainee’s must follow the Appeals Policy to raise an issue regarding determinations
- Disciplinary matters – these are subject to appeals procedures set out under the relevant policy
- Fitness to practice – these are subject to appeals procedures set out under the relevant policy
- PGCE module delivery – these are subject to the applicable University process Any other complaints should follow the procedures below.

Procedures Stage 1 - Informal: the matter should be raised promptly and informally in the first instance, with the relevant programme personnel. This may be a Professional Mentor on placement or the SCITT Director, depending upon the reason for concern or complaint, whether it is a placement issue or other programme issue. A mediation or conciliation meeting may be provided whereby a third party who is independent of the complaint can help to resolve the problem. This may be a School Lead/Professional Mentor from a different partner school. Every effort will be made to resolve the issue at this stage, but if it cannot be resolved, is very serious or the trainee remains dissatisfied after this stage then Stage 2 applies. It is for the SCITT to determine in its absolute discretion whether stage 1 has been exhausted.

Stage 2 - Formal: the complaint needs to be made in writing, within 5 school days of Stage 1 having been complete, to the SCITT Director using the Formal Complaint Proforma. The aim of the Complaint Investigation is to consider the complaint and outline findings to the trainee. An Investigating Officer, who has had no prior involvement in the matter, will be appointed by the SCITT director and they will:

- Arrange to speak with the trainee to agree the key points for consideration and clarify the nature of the complaint and unresolved issues.
- Consider the information provided by the trainee and any other material pertinent to the concerns. There may be discussions with other staff members (at the absolute discretion of the Investigating Officer), allowing them to be accompanied if they wish, and consideration of procedures where appropriate.
- Keep notes of any interviews and conversation.
- Compile a Complaint Investigation Report (CIR) which will be returned to the SCITT Director (within 10 school days of receipt of the formal complaint proforma) and then sent to the trainee along with information regarding any further steps s/he may wish to take. It is for the SCITT Director to determine if each allegation made is upheld, partially upheld or not upheld. The SCITT Director may specify a remedy or action to be taken following the outcome of Stage 2. Where it is not felt that a complaint is valid in whole or in part this will be communicated with an explanation of why the complaint is not upheld.

Stage 3 - If the trainee is dissatisfied with the outcome at Stage 2 and wishes to take the matter further they can escalate the complaint to Stage 3. The aim of a Complaint Review is to give further consideration to specific aspects of a complaint where there is evidence that a key point(s) has not been fully considered, not fully substantiated or appropriate remedy has not been offered.

A request to escalate to Stage 3 must be made to the Chair of the Executive Steering Board via the SCITT office, within 15 days of receipt of complaint and must be made in writing.

A member of the SCITT’s Executive Steering Group will review the complaint and may, as required and determined necessary (by the member carrying out the investigation):

- a) Contact the trainee to confirm and/or clarify the outstanding aspects of the complaint.
- b) Consider and review the actions and outcome of stage 2 and any relevant information/evidence.
- c) Discuss the complaint with the original Investigating Officer and SCITT Director, along with any staff who contributed to the initial investigations.
- d) Seek new information from the trainee, staff and/or documents if applicable. The Stage 3 Reviewer will issue a letter to the trainee and SCITT director to confirm the outcome of stage 3. This concludes the internal complaints process.

The outcome of the Stage 3 review will be communicated to the trainee and the SCITT director within 20 school days of receipt of the decision.

Office of Independent Adjudicators

As an accredited provider of ITT, Ripley ITT is a member of OIA. The OIA looks at complaints about the acts and omissions of its members. This includes complaints about service quality, course provision, academic appeals, disciplinary and fitness to practise procedures. In reviewing a complaint, the OIA will consider whether the provider has followed its own regulations and procedures, and whether it has acted reasonably in all the circumstances. The OIA cannot review complaints about academic judgment, admissions or student employment matters. As a classic ombudsman scheme, the OIA is a complaints handler of last resort. If a complaint cannot be resolved the trainee has a right to make a formal complaint to the OIA, they must normally have completed the SCITT's internal complaints/appeals process. At the end of a procedure Ripley ITT must issue a Completion of Procedures Letter informing the trainee of their right to bring a complaint to the OIA and the deadline for doing so.

Funding and Resources

Funding Agreement 2026-27 will be:

Partner Agreed Financial Fees:

Placement fees will be paid to partner schools as follows during 2025-26

Core Trainee Placement: Payment to Placement A school (Sept-Dec)	£700
Core Trainee Placement: Payment to Placement B school (Jan-July)	£900

Fees will be paid to schools separately for each period of training time in school. The SCITT Business Support Officer will advise the school in writing of the names of the trainees and the fees payable. The fee will be paid towards the end of each period in school into the bank account nominated by the school. If a trainee withdraws during a placement the fees due will be negotiated on an individual basis but the SCITT is committed to reimbursing fairly and with consideration for time already committed and preparations already made.

A professional fee of **£300** will be paid to partner schools for hosting and delivering any full day of SCITT training. **£150** will be paid for any half day of training.

Subject Leads, as per the job description agreement and contract, will be paid **£300** per day for all work completed.

Agreed additional fees will be paid to schools for further partnership work including providing mentor training, additional training placements and supporting pilots.

Teacher Apprentices

A separate contract will be established between any employer and Ripley ITT. The cost of the teacher apprentice is £9,000 and Ripley ITT will not engage in any subcontracting.

For Postgraduate Teacher Apprentice the training is funded via one of two routes:

- Schools/ employers that pay into the apprenticeship levy will be able to use up to £9,000 of funding from their apprenticeship service account to cover the cost of training and end- point assessment costs.
- Schools/ employers that do not pay the levy, or who have insufficient funds in their digital account, can access funding to support the training and assessment of an apprentice. The government will pay 95% of the costs of training and assessment for the apprenticeship (up to the £9,000 apprenticeship funding band maximum). The school/employer is liable for making up the short fall to the agreed sum of £9,000.

The school must pay the teacher apprentice on a minimum of UQ1 for the whole duration of the apprenticeship and agree to release the teacher apprentice for a contrasting placement. Postgraduate teacher apprentices must be paid in accordance with the School Teachers' Pay and Conditions Document. The school, as employer, is responsible for sickness and maternity/paternity arrangements.

Additional Grant Funding 2026/27

The following additional payments are available for schools supporting apprenticeships in shortage subjects. Payments will be made to schools on receipt of the funding at the end of the academic year. The funding can only be used to support the specific apprentice, it cannot be shared across funded and non-funded teacher apprentices. The signing of the partnership agreement confirms each employer's agreement to join Ripley St Thomas C of E Academy's Partnership. Grant funding must be deployed to support the named apprentice. You cannot share funding across funded and non-funded places. Ripley ITT recommend that the funding is used to contribute to the teacher apprentice's salary and/or enable access to an academic qualification e.g. PGCE.

For 2026 to 2027, the DfE is offering grants of:

- £29,000 for chemistry, computing, mathematics and physics
- £20,000 for design and technology and languages (including ancient languages)
- £5,000 for biology and geography

Conditions of Additional Grant Funding 2026/27

- The overall training and salary costs must be met in full by the employer.
- The funding can only be used to support the specific apprentice, it cannot be shared across funded and non-funded teacher apprentices.
- The signing of the partnership agreement confirms each employer's agreement to join Ripley St Thomas C of E Academy's Partnership.
- Grant funding must be deployed to support the named apprentice. You cannot share funding across funded and non-funded places.
- Ripley ITT recommend that the funding is used to contribute to the teacher apprentice's salary and/or enable access to an academic qualification e.g. PGCE.
- Apprentices must not be required to pay fees to cover the cost of the QTS award.
- For the period of their training, all apprentices must be employed by a school as an unqualified teacher and paid in line with their employing school's pay policy. This includes periods of training spent in other schools.
- Maintained schools and local authorities must abide by school teachers' pay and conditions, which states that an unqualified teacher must be paid such salary within the minimum and maximum of the unqualified teacher pay range.

Assessment Only Route to QTS

Details of the Assessment Only Route to QTS can be found on the website [Assessment Only - Ripley ITT](#) . The cost of the programme is £3,000* and Ripley ITT will not deliver the programme via any contractors.

* Additional costs will occur if the employing school is 50 or more miles from Ripley St Thomas C of E Academy, Lancaster.

Standard Fees for candidates teaching within 50 miles of Ripley St Thomas C of E Academy, Lancaster.	No Interim Visit	£3000
Standard Fees for candidates teaching within 50 miles of Ripley St Thomas C of E Academy, Lancaster.	Additional Interim Visit	£350
Standard Fees for candidates teaching beyond 50 miles of Ripley St Thomas C of E Academy, Lancaster.	No Interim Visit	£3000 With additional Assessor travel and expenses incurred paid by the employing school
Standard Fees for candidates teaching beyond 50 miles of Ripley St Thomas C of E Academy, Lancaster.	Additional Interim Visit	£350 With additional Assessor travel and expenses incurred paid by the candidate or employing school
Complete pre-application checklist, including a phone call with the Headteacher. If the application is accepted, then the first payment of £1000 must be paid Ripley ITT at the point of the application being accepted and prior to any assessment visit.	Pre-application rejected- no payment	
	Application rejected – no payment	

Declaration:

I have read and agree to abide by the terms of this partnership agreement, including the terms of the Partnership Memorandum of Agreement:

Signed on behalf of the partner school	Signed on behalf of The Bay Learning Trust led by Ripley St Thomas C of E Academy, for Ripley ITT
Name: Role: School: Signature: Date:	Name: Felicity Ackroyd Role: Director of SCITT Organisation: The Bay Learning Trust for Ripley ITT Signature: Date:

Appendix 1

Data Protection

- > The parties accept that the SCITT is the controller of personal data under Data Protection Legislation and the partner school is the processor. Each party has their own respective obligations which they will comply with when receiving personal data. For the avoidance of doubt, references to 'Controller' and 'Processor' in this agreement shall have their respective meanings as defined under the Data Protection Legislation.
- > Without prejudice to the generality of this Appendix 1, the partner school will ensure that it has a lawful basis to process the personal data and notices in place to enable lawful transfer of the personal data to the SCITT for the duration and purposes of this agreement.
- > Without prejudice to the generality of this Appendix 1, the SCITT shall, in relation to any personal data processed in connection with the performance by the SCITT of its obligations under this Partnership Agreement:
 - a. Process that personal data only on the documented written instructions of the partner school unless the SCITT is required by an applicable law which is in force to otherwise process that personal data. Where the SCITT is relying on the laws of the United Kingdom as the basis for processing personal data, the SCITT shall promptly notify the partner school of this before performing the processing required by an applicable law is in force unless the same applicable law force prohibits the SCITT from so notifying the partner school.
 - b. Ensure that it has in place appropriate technical and organisational measures, which may be reviewed by the partner school, to protect against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data, appropriate to the harm that might result from the unauthorised or unlawful processing or accidental loss, destruction or damage and the nature of the data to be protected, having regard to the state of technological development and the cost of implementing any measures (those measures may include, where appropriate, pseudonymising and encrypting personal data, ensuring confidentiality, integrity, availability and resilience of its systems and services, ensuring that availability of and access to personal data can be restored in a timely manner after an incident, and regularly assessing and evaluating the effectiveness of the technical and organisational measures adopted by it).
 - c. Ensure that all personnel who have access to and/or process personal data are obliged to keep the personal data confidential.
 - d. Not to transfer any personal data outside of the United Kingdom unless the prior written consent of the partner school has been obtained and the following conditions are fulfilled:
 - i. the partner school or the SCITT has provided appropriate safeguards in relation to the transfer;
 - ii. the data subject has enforceable rights and effective legal remedies;
 - iii. the SCITT complies with its obligations under the Data Protection Legislation by providing an adequate level of protection to any personal data that is transferred; and
 - iv. the SCITT complies with reasonable instructions notified to it in advance by the partner school with respect to the processing of the personal data.

- e. Assist the partner school, at the partner school's cost, in responding to any request from a data subject and in ensuring compliance with its obligations under the Data Protection Legislation with respect to security, breach notifications, impact assessments and consultations with supervisory authorities or regulators.
 - f. Notify the partner school without undue delay on becoming aware of a personal data breach.
 - g. At the written direction of the partner school, delete or return personal data and copies thereof to the partner school on termination of the agreement unless required by an applicable law to store the personal data.
 - h. Maintain complete and accurate records and information to demonstrate its compliance with this Appendix 1 and allow for audits by the partner school and immediately inform the partner school if, in the opinion of the SCITT, an instruction infringes the Data Protection Legislation.
- > The partner school consents to the SCITT using any sub-processor necessary to enable it to carry out the Partnership Agreement on the basis that the sub-processors are engaged on terms that are similar to those set out in this Appendix 1 so far as they are applicable to the SCITT's role as a Processor.
 - > Either party may, at any time on not less than 30 days' notice, revise this Appendix 1 by replacing it with any applicable controller to processor standard clauses or similar terms forming part of an applicable certification scheme (which shall apply when replaced by attachment to this agreement).