



Teaching School Partnership Agreement

This partnership agreement sets out the commitments and responsibilities of all parties involved in the delivery of the Early Career Teacher Entitlement (ECTE) and National Professional Qualifications (NPQs), facilitated by **Exceed Teaching School Hub**, in collaboration with **Ambition Institute**.

It applies to:

- Participating schools and trusts
- Early Career Teachers (ECTs)
- Mentors and Induction Tutors
- NPQ participants
- Visiting Fellows

Together, we aim to ensure the delivery of a high-quality, evidence-informed professional development experience for educators at all stages

Access to Policies

This agreement is available for download and related policies at:

 www.teachingschoolhub.co.uk/policies

Confirmation of Agreement:

All participants and Visiting Fellows are required to confirm their acceptance of this agreement by completing the online declaration form at the link below:

[Partnership Agreement 2026/27 – Fill in form](#)

Early Career Teacher (ECT) Programme

Participating schools agree to:

- Register both the ECT and the Induction Tutor on the DfE's online portal before the programme begins:
[DfE Portal for ECT Induction](#)
- Ensure the ECT is eligible for statutory induction in line with Department for Education (DfE) guidance.

All participants commit to:

- Complete onboarding via [My ECT](#) prior to the start of the programme.
- Engage actively with Steplab (accessed through My Ambition) to utilise all training materials and resources.
- Communicate effectively:
 - Logistical issues should be reported to Exceed Teaching School Hub:
ect@exceedacademiustrust.co.uk
 - Technical issues should be reported directly to Ambition Institute:
 - ECT Support: ectsupport@ambition.org.uk
 - Visiting Fellows: ecfvisitingfellows@ambition.org.uk
- Attend all programme events including conferences, clinics, and webinars.
- Remain engaged throughout the programme by:
 - Completing self-directed online study
 - Actively participating in all scheduled components
 - Meeting all expectations outlined in the programme handbook(s)
- Respond to all feedback and satisfaction surveys to support ongoing programme development.

- Make up missed events (face-to-face or virtual) in exceptional and unavoidable circumstances by:
 - Accessing the event recording and completing associated activities
 - Notifying Exceed Teaching School Hub upon completion so attendance can be recorded accordingly

Mentor Commitments:

In addition to the general participant expectations, mentors specifically commit to:

- Engage fully in all training opportunities to support their own professional development, including:
 - Conferences
 - Clinics
 - *Coaching for Mentors* sessions
- Support their ECTs through weekly instructional/pastoral coaching, including:
 - Delivering focused, one-to-one coaching sessions
 - Setting and reviewing actionable, classroom-based goals
- Manage programme continuity by:
 - Pausing the ECT's Steplab activities during periods of mentor absence (e.g. sickness or unexpected circumstances) to ensure no essential learning is missed
(Refer to the Induction Tutor Handbook for guidance)
- Communicate promptly with Exceed Teaching School Hub regarding:
 - Any changes in staffing that affect the delivery or support of the programme
- Ensure senior school or trust leaders are:
 - Fully informed of the partnership agreement
 - Aware of the programme's requirements for successful implementation and engagement

Induction Tutor Commitments:

The Induction Tutor plays a vital role in the successful delivery of the programme at school level. They commit to:

- Lead the effective implementation of the ECTE (Early Career Teacher Entitlement) within their school
- Oversee and support both the mentor and ECT, ensuring the programme is embedded into daily school life
- Monitor ongoing engagement by regularly reviewing activity and progress on MyECT
- Provide Coaching for mentors to further develop their coaching practice and ensure consistency across the school

National Professional Qualifications (NPQs)

This section outlines the expectations and responsibilities of participants enrolled in NPQ programmes delivered by Exceed Teaching School Hub in partnership with Ambition Institute.

Participant Commitments

All NPQ participants commit to the following:

- **Complete onboarding** via [My Ambition](#) prior to the programme start date.
- **Register on the Department for Education's online NPQ service** before the programme begins:
[DfE NPQ Registration Portal](#)
- **Notify Exceed Teaching School Hub** of any logistical concerns by contacting:
 npq@exceedacademiestrust.co.uk

Programme Engagement and Completion

Participants agree to:

- **Complete the programme within the expected timeframe:**
 - *12 months* for Specialist NPQs
 - *18 months* for Leadership NPQs
- **Engage meaningfully in at least 90% of all programme elements**, including:
 - Conferences
 - Online self-study
 - Community and peer support sessions (including engagement with an assigned 'buddy')
 - Clinics and live events
- **Undertake the summative assessment** during the designated assessment window at the end of the programme, including retakes if required.
- **Respond to all feedback and satisfaction surveys** to contribute to programme evaluation and improvement.

Employer and Staffing Responsibilities

Participants must:

- **Secure their employer's commitment** to release them during the school day for mandatory events and training sessions.
- If employment changes, **obtain support from their new employer** to continue their NPQ with Exceed Teaching School Hub and Ambition Institute.
- **Inform Exceed Teaching School Hub promptly** of any staffing or employment changes relevant to their participation.

Additional Expectations

Participants are also responsible for:

- **Fulfilling all programme requirements** as outlined in the NPQ programme handbook(s).
- **Ensuring their school or trust leaders are informed of:**
 - This partnership agreement
 - The expectations and requirements for successful engagement and programme completion

Visiting Fellows:

Visiting Fellows are expert facilitators—school or trust-based teachers and leaders—who support the delivery of the Early Career Framework (ECF) and National Professional Qualifications (NPQs) by leading virtual and/or in-person sessions.

Visiting Fellows Commit to:

- **Being fully prepared** to deliver their assigned sessions, including:
 - Conferences, clinics, and *Coaching-on-Coaching* (ECT Programme only)
 - Engaging with preparatory materials such as video briefings, Q&A sessions, and slide decks
- **Completing all required pre-reading** provided by the Learning Design Team before attending the facilitator briefing
- **Engaging thoroughly with the content**, including:
 - Primers, slide decks, workbooks, and session guides
 - Reviewing these materials in advance and bringing questions to the facilitator briefing



- **Attending facilitator briefings** (up to 90 minutes), typically held 1–2 weeks before each session
- **Collaborating with co-facilitators and support staff** to ensure effective, high-quality session delivery
- **Providing timely feedback** to Exceed Teaching School Hub and/or Ambition Institute as requested
- **Responding professionally to feedback** received through participant surveys or observation of facilitation
- **Representing Exceed Teaching School Hub and Ambition Institute** in a professional, supportive, and respectful manner at all times
- **Delivering the programme with fidelity**, including:
 - Contextualising content to relevant phases (e.g. age group or subject specialism)
 - Synthesising theory with personal classroom and leadership experience
- **Engaging with quality assurance processes**, including:
 - Observations of facilitation
 - Feedback and coaching from Exceed Teaching School Hub and/or Ambition Institute
- **Participating in professional development**, including:
 - Approximately two days of annual training
 - Regular review meetings
 - Additional training or mentoring as required
- **Collaborating with Ambition Institute's expert facilitators** when appropriate
- **Supporting programme evaluation and improvement**, including:
 - Contributing to quality assurance reviews
 - Sharing insights to inform continuous programme development



- **Adhering to the policies** of both Exceed Teaching School Hub and Ambition Institute
- **Fulfilling all programme requirements** as outlined in the relevant programme handbook(s)
- **Ensuring their school/trust leadership** is fully informed of this partnership agreement and the expectations for participation

Commitments of Exceed Teaching School Hub & Ambition Institute

Together, **Exceed Teaching School Hub** and **Ambition Institute** commit to supporting participants and Visiting Fellows in line with national expectations and the programme delivery contract. This includes:

- **Managing recruitment** for all ECTE and NPQ programmes
- **Delivering the programme infrastructure**, including:
 - Scheduling events
 - Booking venues and managing logistics
 - Facilitating training sessions
 - Communicating with participants
 - Collecting, analysing, and recording engagement data
- **Using Ambition Institute's technology platforms**, including:
 - MyECT
 - Steplab (for ECF delivery)
 - The NPQ Assessment Platform (for NPQ participants)
- **Monitoring participation and engagement**, including:
 - Keeping participant data up to date
 - Identifying and intervening when engagement drops
- **Overseeing the assessment process** for NPQs, including:
 - Setting and marking assignments
 - Recruiting and training assessors



Exceed

Teaching School Hub

- **Recruiting, training, and supporting high-quality Visiting Fellows**
- **Continuously improving programme delivery**, informed by:
 - Feedback from participants and Visiting Fellows
 - Analysis of data and engagement metrics
- **Processing payments** to Visiting Fellows' schools/trusts in a timely manner