National Tutoring Programme Quality Assurance Framework
September 2022

	ELEMENT 1 ORGANISATION				
	Element Overview The purpose of this element is to ensure that Tuition Partners (TPs) are organised and managed effectively to support the delivery of the programme, and to ensure that they contribute to maintaining a positive reputation for the National Tutoring Programme as a whole.				
Criterion	**Description**	**Not Met**	**1**	**2**	**3**
Criterion 1.1 - Governance and Management arrangements *The organisation has the capacity to deliver on the National Tutoring Programme.*	**A clear governance and management structure is in place, with well identified responsibilities and lines of accountability.**	The organisation does not accurately and clearly document its organisational structures. Accountabilities for management or governance functions in relation to the National Tutoring Programme (NTP) are not clear and are not understood by personnel.	Management and governance structures are clearly documented. Most personnel have a broad understanding of roles, responsibilities and accountabilities.	All relevant personnel can demonstrate comprehensive understanding of the management and governance structures. Documentation is regularly updated.	Governance and management structures are regularly reviewed for their effectiveness, taking into account organisational learnings and stakeholder perspectives.
	Risk management processes are established throughout the organisation, identifying potential risks and appropriate controls and mitigations.	Risks are not routinely identified, or adequately documented, and appropriate controls and mitigations are not in place. Ownership of risks is not clear.	A risk register exists and contains all the most important risks faced by the organisation's NTP delivery, with appropriate controls and mitigations, and an escalation process.	Risk management is prioritised by the senior management, and risk management processes are used to inform strategic planning.	Risk management processes are established at every level of the organisation. The organisation models an open dialogue on risk, learning and failure.

	The organisation complies with relevant legislation.	Organisational operations do not adhere to relevant legislation.	The organisational operations adhere to key legislation to inform their policies and procedures.	The organisational operations adhere to key legislation to inform their policies and procedures.	The organisational operations adhere to key legislation to inform their policies and procedures.
	Management processes for the National Tutoring Programme are established to support the effective delivery of tuition.	Management processes are not clearly documented, and personnel do not demonstrate a comprehensive understanding of them. There is insufficient evidence of compliance checks taking place.	Management processes for NTP delivery are documented, and personnel can demonstrate a broad understanding of the processes.	Management processes for the end-to-end NTP delivery process are clearly documented. Personnel receive training on the procedures pertinent to their roles, and can demonstrate comprehensive understanding of the processes.	Processes are reviewed for effectiveness and improved accordingly.
	Quality management processes for tutoring delivery are established and are used to drive continuous improvement in tutoring standards and learning outcomes.	Quality management processes are not clearly documented, and personnel do not demonstrate a comprehensive understanding of them. There is insufficient evidence of compliance checks taking place.	Quality management processes are clearly documented, and personnel can demonstrate a broad understanding of the processes.	Relevant personnel receive training on the quality management processes pertinent to their roles and can demonstrate comprehensive understanding of the processes. Some compliance checks take place.	Process compliance checks are routinely undertaken. Processes are reviewed for effectiveness and improved accordingly.

Criterion	Description	Not Met	1	2	3
Criterion 1.2 - Financial Management *The organisation is financially sustainable and well run*.	**Robust financial management and control policies and systems are in place.**	The organisation does not demonstrate adequate financial management and controls, with the potential for financial risk and failure, and negative consequences for the delivery of services.	The organisation has financial management and control policies and systems (see guidance), which are well understood within the finance function and at leadership level. Financial risks are planned for and managed.	The organisation has financial management and control policies and systems (see guidance), which are well understood within the finance function and at leadership level. Financial risks are planned for and managed.	The organisation has financial management and control policies and systems (see guidance), which are well understood within the finance function and at leadership level. Financial risks are planned for and managed.
	The organisation can demonstrate robust economic and financial standing (EFS)	The organisation cannot demonstrate robust economic and financial standing (see right)	The organisation demonstrates robust economic and financial standing. (see guidance)	The organisation demonstrates robust economic and financial standing. (see guidance)	The organisation demonstrates robust economic and financial standing. (see guidance)

Criterion	Description	Not Met	1	2	3
Criterion 1.3 - People Management *The organisation recruits and manages their workforce in line with the needs of the NTP. This standard explicitly covers employed staff, contractors and volunteers.*	**Procedures for the selection, recruitment, training and quality review of all personnel are in place and comply with employment regulations and laws.**	Policies and procedures are incomplete or inadequate; and/or do not comply with employment regulations and laws.	Policies and procedures are fully compliant with employment regulations and laws, are largely in place, and broadly understood by those personnel involved in recruitment.	Policies and procedures are fully in place. Specialist HR advice is available as required. Policies and procedures are well understood by those involved in recruitment.	Policies and procedures are fully in place. Specialist HR advice is available as required. Policies and procedures are well understood by those involved in recruitment.
	The TP has in place an up-to-date Single Central Record (SCR) of safer recruitment checks, which confirms that their tutors are suitable to work with pupils	Personnel records do not exist, are inadequate, poorly maintained and/or are not securely stored.	Personnel records are kept and maintained, and securely stored.	Personnel records are kept and maintained, and securely stored.	Personnel records are kept and maintained, and securely stored.

HR policies are established; all personnel receive training in these and confirm acceptance /compliance with these policies.	Policies and procedures are incomplete or inadequate; and/or do not comply with employment regulations and laws. There is insufficient evidence of personnel training in, and acceptance of, policies.	Policies and procedures are fully compliant with employment regulations and laws and are largely in place. Personnel have read and accepted policies.	Policies and procedures are fully in place. Training in policies is provided during induction and refreshed at regular intervals. Policies are well understood by personnel.	Policies and procedures are fully in place. Training in policies is provided during induction and refreshed at regular intervals. Policies are well understood by personnel.
All personnel have a clear description of their role, receive relevant training and are subject to regular review of performance.	Some roles are missing descriptions, or descriptions of roles are inadequate. Induction training and ongoing professional development is not prioritised. Performance management processes are weak	The vast majority of roles have clear, meaningful descriptions within a grading structure where appropriate. Induction training covers policies and role responsibilities. Performance management processes are clearly set out and follow a regular cycle where appropriate.	All roles have clear descriptions. Induction training is complete and thorough, with ongoing support for new joiners. Ongoing professional development is available to support performance improvement and progression, connected with a performance management process where appropriate.	All roles have clear descriptions. Induction training is complete and thorough, with ongoing support for new joiners. Ongoing professional development is available to support performance improvement and progression, connected with a performance management process where appropriate. The organisation uses best practice research to inform actions which have the greatest impact on the development of their personnel.

Criterion	Description	Not Met	1	2	3
Criterion 1.4 - Data Management and protection *The organisation manages their data effectively and in accordance with the law*	**Data protection and GDPR policies and procedures are in place along with regular personnel training.**	Policies, systems, and procedures for data protection and processing are inadequate or non-compliant with GDPR and the Data Protection Act 2018. Training is not prioritised. There is limited awareness by personnel of their responsibilities in relation to GDPR.	Robust policies, systems and procedures are in place for data protection and processing in line with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. Regular training is provided, and the majority of personnel are aware of their responsibilities in relation to GDPR.	All personnel are fully aware of their responsibilities in relation to GDPR.	All personnel are fully aware of their responsibilities in relation to GDPR.

	The organisation has in place a clear Privacy Notice and Data Sharing Agreement that outlines the collection and sharing of data, including personal data, with DfE (Department for Education), Tribal, approved contractors and schools.	The privacy notice is not publicly available, or the privacy notice is unclear or does not include all the required information.	There is a clear privacy notice in place which is publicly available, and highlighted to key stakeholders such as schools.	There is a clear privacy notice in place which is publicly available, and highlighted to key stakeholders such as schools.	There is a clear privacy notice in place which is publicly available, and highlighted to key stakeholders such as schools.

Criterion	Description	Not Met	1	2	3
Criterion 1.5 - Reputation Management *The organisation maintains a positive reputation in line with the expectations of the NTP.*	**There are clear and established, rigorous procedures for dealing with any incidents of malpractice and maladministration, complaints and reputational/PR issues.**	Procedures are unclear or inadequate. Incidents are therefore more likely to result in poor resolution, repetition of incidents, and / or risk to the organisation.	Procedures are clear and established; they include a staged approach with escalation routes and independent / objective input. Most personnel have a broad understanding of the procedures. The organisation has a named point of contact and procedure for managing reputational / PR issues.	All personnel have a clear understanding of the procedures. Any incidents are followed up and used to inform organisational improvement.	All personnel have a clear understanding of the procedures. Any incidents are followed up and used to inform organisational improvement.
	The Tuition Partner adheres to required NTP Branding and Key Messages.	NTP Branding and Key Messages are not referred to in the organisation's physical and virtual presence and activities. Relevant personnel are not aware of the Branding and Key Messages.	The organisation complies with NTP Key Messages and Brand Guidelines in their physical and virtual presence and activities, with only minor discrepancies.	The organisation complies fully with NTP Key Messages and Brand Guidelines in their physical and virtual presence and activities.	The organisation complies fully with NTP Key Messages and Brand Guidelines in their physical and virtual presence and activities.

Criterion 1.6 - Customer Service *The effectiveness of the organisation in prioritising the customer experience.*	**The Tuition Partner will:** • **respond to requests from schools in a timely manner** • **ensure that bookings made by schools are fulfilled, or adequate arrangements are made where a booking has to be cancelled** • **make available to schools clear, accurate and up to date information on all parts of their provision, including on the DfE's 'Find a tuition partner' service.** **The Tuition Partner has a in place clear**	The organisation cannot demonstrate active engagement with the school to ensure issues are resolved and there is no direct impact on the pupil experience. Policies and procedures to manage complaints are not evident within the organisations everyday delivery, this results in an inconsistent experience for the schools.	The organisation has well developed systems and processes to engage with the schools to ensure a positive pupil experience. The policies and procedures in place to manage complaints are effective and resolution of issues are dealt with swiftly.	The organisation has well developed systems and processes to engage with the schools to ensure a positive pupil experience. The policies and procedures in place to manage complaints are effective and resolution of issues are dealt with swiftly.	The organisation has well developed systems and processes to engage with the schools to ensure a positive pupil experience. The policies and procedures in place to manage complaints are effective and resolution of issues are dealt with swiftly.

	policy and procedures to manage complaints which has been shared with schools and is visible on their website.				

ELEMENT 2
SAFEGUARDING and SAFER RECREUITMENT

Element Overview

The purpose of this element is to ensure that Tuition Partners (TPs) can demonstrate that they comply with statutory guidance for safeguarding, and that safeguarding provision is central to all work carried out by the Tuition Partners (TPs).

Criterion	Description	Not Met	1	2	3
Criterion 2.1 - Policies and Procedures *The organisation has robust policies and procedures in place to safeguard young people.*	**Clear policies and procedures are in place which reflect the robust systems and processes which are in place for safeguarding.**	The organisation does not have formal policies and procedures for the safeguarding of pupils. Where policies and procedures do exist, there are significant omissions which lack clarity, potentially placing pupils at risk or harm.	The organisation has formal policies and procedures for safeguarding pupils in place. These cover the requirements outlined in the DfE KCSIE statutory guidance but may contain minor omissions which do not place pupils at risk or harm.	The organisation has all safeguarding policies and procedures in place. These are fully compliant with the DfE KCSIE statutory guidance and clearly outline procedures for keeping pupils safe. They are understood by all personnel.	The organisation has a comprehensive suite of detailed policies and safeguarding procedures in place which are understood and adhered to by all personnel. These are based on the DfE KSCIE statutory guidance, and clearly linked to other associated policies and guidance to help keep pupils safe.

Safeguarding strategy is aligned to practice to ensure the organisation creates safe environments for pupils.	There is no strategy in place to ensure the organisation creates a safe environment for pupils. Where a strategy does exist, this is not effective and raises significant concerns, posing a potential risk to pupils.	Safeguarding arrangements are in place but minor weaknesses or omissions are evident. These are easily rectified and do not leave pupils at risk or harm.	Safeguarding strategies are in place and are underpinned by clear policies and procedures. They are effective in helping to create a safe environment for all pupils. Safeguarding issues are responded to in a consistent and timely manner.	There is a shared culture of safeguarding by all personnel and highly effective arrangements are in place to identify pupils who are at risk of harm or abuse. There are clear systems in place for reporting and referring concerns in a decisive and timely manner, in line with the organisation's safeguarding policies and practices.
The risk register identifies the most relevant potential risks and has appropriate controls and mitigations.	The organisation either does not have a risk register or the risk register gives cause for concern because there are significant omissions which potentially puts pupils at risk or harm.	The risk register reflects the current organisation's workforce and is regularly reviewed and updated. It contains all requirements as outlined in the KSCIE statutory guidance but may contain one or two minor omissions which are easily rectified, and which do not leave pupils at risk or harm. It is securely stored in line with GDPR guidelines and data protection laws.	The risk register reflects the current organisation's workforce and is regularly reviewed and updated. It contains all headings as outlined in the DfE KSCIE statutory guidance and does not contain any omissions. It is securely stored in line with GDPR guidelines and data protection laws.	The risk register is clearly set out and contains comprehensive information detailing procedures. It is up to date with no omissions and is subject to both internal and external audit. It is securely stored in line with GDPR guidelines and data protection laws.

Criterion	Description	Not Met	1	2	3
Criterion 2.2 - Values, culture and awareness *The organisation promotes safeguarding as a central pillar to their organisation.*	**Safeguarding is an intrinsic part of organisational values and culture and is promoted through all organisational messaging.**	The organisation's ethos and culture does not demonstrate a commitment towards safeguarding. Where a commitment is shown, this is superficial, and promoted through the organisation's messaging and policies.	Safeguarding is an intrinsic part of the organisation's values and culture. This is underpinned through clear messaging including through policy documents. The organisation's safeguarding statement and policies are uploaded on their website.	Clear organisational values and a strong culture towards safeguarding is shared with all stakeholder groups through consistent messaging underpinned by policies which aim to keep pupils safe, and which are understood by the organisation's community.	Highly effective organisational values and culture towards safeguarding underpin all aspects of the organisation's work, including (but not limited to) to clearly defined policies, online branding and overarching mission statements.
	All personnel within the organisation reflect consistent safeguarding messaging.	A lack of safeguarding messaging exists, which potentially places pupils at risk or harm.	Messaging and updates concerning safeguarding exists based on statutory guidance. Safeguarding compliance information is shared with the organisation's staff to help keep pupils safe from harm.	Messages and updates regarding safeguarding are regularly shared through a variety of mediums with relevant personnel to ensure that pupils are kept safe.	Safeguarding messages and updates are shared in a timely manner ensuring that personnel are kept up to date with developments and issues which concern the well-being and safety of pupils. Safeguarding is prioritised in Senior Leadership meetings and discussions.

	There is clarity of safeguarding messaging between all stakeholder groups engaged with the Tuition Partner.	Communication concerning safeguarding with stakeholder groups does not exist or is lacking. Consequently, there is limited knowledge and understanding by those carrying out work on behalf of the organisation in helping to keep pupils safe.	All stakeholder groups receive statutory safeguarding updates. This helps to keep pupils safe from risk or harm.	All stakeholder groups receive regular updates and clear messages regarding safeguarding. This ensures that personnel understand how to keep pupils safe.	Safeguarding messages and updates are shared in a timely manner ensuring that the stakeholders are regularly updated about developments and issues which will help them to keep pupils safe from harm. Safeguarding is a standing agenda item in all updates for stakeholder groups.
Criterion	**Description**	**Not Met**	**1**	**2**	**3**
Criterion 2.3 - Recruitment *The organisation ensures that safer recruitment is central to their practice.*	**Robust safer recruitment procedures are in place for all personnel working with or on behalf of the organisation.**	There are no safer recruitment procedures in place for personnel working with, or on behalf of, the organisation. Where procedures do exist, these do not fully comply with statutory requirements, as outlined in the DfE KCSIE statutory guidance document, resulting in a lack of understanding of how to keep pupils safe.	Safer recruitment procedures are in place which comply with statutory requirements helping to keep pupils safe. Staff have received all required vetting checks, as outlined in the DFE KCSIE statutory guidance document, and are considered suitable to work with pupils.	Effective safer recruitment procedures are in place and are well-established. These fully comply with statutory requirements as outlined in the DFE KCSIE statutory guidance document, and ensure that all staff working for, or on behalf of the organisation, are considered safe to work with pupils.	Safer recruitment procedures are rigorous and comprehensive. They model highly effective safeguarding procedures based on best practice ensuring that all staff, including those working on behalf of the organisation, safely work with pupils.

Criterion	Description	Not Met	1	2	3
Criterion 2.4 - Overseas Tutors *The organisations using overseas tutors provide comparable protections.*	**Tuition Partners intending to provide any of their online tuition through tutors based overseas should apply robust checks and policies to ensure both tutors and pupils are afforded comparable protections as with tuition taking place wholly within the UK.**	Policies and procedures to ensure checks which take place for any tutors who are based overseas are not robust. Where checks of these tutors do take place, they are not consistent.	Robust policies and procedures are in place for tutors based overseas which results in both the tutors and the pupils receive appropriate protections.	Robust policies and procedures are in place for tutors based overseas which results in both the tutors and the pupils receive appropriate protections.	Robust policies and procedures are in place for tutors based overseas which results in both the tutors and the pupils receive appropriate protections.
	Overseas tutors should demonstrate compliance with GDPR, criminal record checks, policies that ensure fair pay and conditions for overseas staff including the provision of appropriate qualifications.	There is some evidence of non-compliance in relation to the conditions required for overseas staff, including the provision of training and relevant qualifications.	Evidence of compliance is in place for all tutors as referenced within this criterion.	Evidence of compliance is in place for all tutors as referenced within this criterion.	Evidence of compliance is in place for all tutors as referenced within this criterion.

	Tuition Partners will be required to obtain and provide an Enhanced UK DBS certificate with children's barred list check even if they have never been to the UK.	Not all overseas tutors will hold an enhanced DBS check and children's barred list check.	All tutors will hold an enhanced DBS check and proof of children's barred list check.	All tutors will hold an enhanced DBS check and proof of children's barred list check.	All tutors will hold an enhanced DBS check and proof of children's barred list check.
Criterion	**Description**	**Not Met**	**1**	**2**	**3**
Criteria 2.5 - Monitoring and Reporting *The organisation is robust about review the risks and needs associated with safeguarding.*	**There are accurate and timely monitoring reports which reflect a proactive approach to monitoring and safeguarding the welfare of pupils.**	The organisation does not have procedures in place to monitor the safeguarding and welfare of its pupils. Where procedures do exist, there are significant omissions in helping to keep pupils safe.	The monitoring of safeguarding arrangements complies with statutory guidelines and help to keep pupils safe.	Safeguarding and monitoring reports are systematic and regular. They are shared with the relevant personnel to ensure the safety and well-being of all pupils.	Safeguarding and monitoring reports are a firmly embedded element of practice in helping to keep pupils safe. They are used in meaningful ways to analyse data, note trends and monitor those at risk.

Strategic reporting of safeguarding reporting reflects key indicators of risk and the mitigations in place.	There is no risk management plan in place to ensure the safety and well-being of pupils. Where a risk management plan does exist, not all risk and mitigations are identified.	A risk management plan is operational. This assesses, monitors and mitigates the main risks associated with the safeguarding arrangements of the organisation.	A risk management plan is in place. All main safeguarding risks are assessed and monitored regularly to ensure the safety and well-being of all pupils. The risk management plan is updated accordingly to continuously reflect current practice.	A comprehensive risk management plan outlines all safeguarding risks relevant to the organisation. Each risk is systematically monitored against and mitigation and contingency plans are put in place to help keep pupils safe. The risk management plan is updated and amended accordingly. It is shared with all relevant personnel.
There is evidence of ongoing review and evaluation of safeguarding practices and action taken to address issues that arise.	There is no systematic review by the organisation regarding its safeguarding practices. Where this does exist, it is superficial and does not make changes which improve provision in helping to keep pupils safe. Actions taken to address issues that arise are either not effective or reactive.	Safeguarding policy and practice is reviewed at least annually and documents are updated and shared with all relevant personnel. Whilst safeguarding actions may still be reactive, they are used to inform practice in helping to keep pupils safe from harm.	Effective ongoing review and evaluation of safeguarding practices is in place. The organisation uses each review as an opportunity to highlight actions to improve its safeguarding practices.	Systematic and comprehensive review of the organisation's safeguarding practices is an embedded part of their commitment to safeguarding, ensuring that actions are promptly identified and swiftly resolved.

Criterion	Description	Not Met	1	2	3
Criteria 2.6 - Training, Support and Guidance *Safeguarding is an intrinsic part of the provision of the organisation.*	**Proactive training aligned with key legislation is evident across all tiers of the organisation and translated into practice.**	Safeguarding training does not exist or is not aligned to all key legislation and statutory guidance. As a result, pupils are at risk of abuse or harm.	Safeguarding training complies with key legislation across all tiers of the organisation. All stakeholder groups demonstrate a secure understanding of how to keep pupils safe, and adhere to the organisation's safeguarding policies and practice.	Safeguarding training is fully compliant with all key legislation and statutory guidance. Stakeholders are fully conversant in how to keep pupils safe, complying with all aspects of the organisation's safeguarding policies and practice.	Safeguarding training is proactive and fully aligned to both key legislation, statutory and non-statutory guidance. All tiers of the organisation understand and adhere to the safeguarding policies and practices, keeping pupils safe from harm.
	Support and guidance focused on safeguarding priorities is embedded within everyday practice.	There is no support or guidance for personnel regarding safeguarding priorities to help keep pupils safe. Where this does exist, it is not effective in helping to keep pupils safe.	Support and guidance regarding safeguarding priorities underpins everyday practice. Personnel understand how to raise concerns and who to report these to. They are confident all concerns will be carefully considered, and the appropriate action taken to safeguard the pupils.	Support and guidance focused on safeguarding priorities is robust. The organisation regularly communicates with all personnel through a variety of mediums to ensure the safety and well-being of all pupils.	Support and guidance focused on safeguarding priorities is robust. All stakeholder groups ensure open dialogue is a key feature of safeguarding practices.

Tutors are clear about their roles and responsibilities for keeping pupils safe and apply this understanding into their everyday practice.	Tutors lack clarity about their roles and responsibilities because they have not received safeguarding training in line with statutory guidance. Consequently, they lack awareness of the organisation's expectations of how to keep pupils safe.	All tutors receive safeguarding training which complies with statutory guidance. They understand the policies and procedures of the organisation, particularly how to report concerns and who these should be reported to.	Tutors receive safeguarding training which is compliant with statutory guidance. They do not work in regulated activity until this is successfully completed. Tutors receive at least annual safeguarding training thereafter by the organisation. They are fully versed in how to report concerns and comply with all safeguarding policies and procedures of the organisation.	All tutors receive safeguarding training in line with statutory guidance. There is distinct clarity regarding their roles and responsibilities concerning safeguarding which are clearly demarcated in their job description. Comprehensive update training is provided both externally and by the organisation regularly, so that tutors knowledge is always current and up to date.

Criterion	Description	Not Met	1	2	3
Criteria 2.7 - Learning delivery methods *Provision ensures that the organisation is proactive in keeping children and young people safe.*	**All tutors are aware of the requirements to keep pupils safe online and translate this into their practice.**	Tutors are not fully aware of how to keep pupils safe online. This is because they have not received safeguarding training as recognised in the DFE KCSIE statutory guidance.	Tutors have completed online safety training as part of their induction to the organisation. They understand ways to keep pupils safe, including when working online.	Tutors have completed online safety training prior to starting work with the organisation. They receive regular updates and refresher training at least annually. They are fully conversant with how to keep pupils safe online and apply principles learnt to their practice.	Tutors have completed online safety training prior to starting work with the organisation. Comprehensive and regular update training is provided both externally and through the organisation to provide them with relevant skills and knowledge to ensure the safety and well-being of the pupils they teach. They apply the principles learnt to all aspects of their work.
	In person learning opportunities reflect the key criteria to safeguard pupils.	The content of the organisation's safeguarding training is not compliant with statutory guidance. Where safeguarding training is in place, it is not effectively delivered to ensure that the key criteria for safeguarding pupils is effectively imparted.	In-person learning opportunities (including meetings online) reflect key criteria to safeguard pupils in compliance with statutory guidance. This is understood by all personnel, including those working on behalf of the organisation.	In-person learning opportunities (including meetings online) provide safeguarding training and updates at least annually. Key criteria are clearly shared with personnel and those working on behalf of the organisation.	Safeguarding training and updates are regularly delivered in person using a variety of forums. These are comprehensive and well considered, ensuring that key safeguarding criteria is shared to help safeguard pupils.

Criterion	Description	Not Met	1	2	3
Criterion 2.8 – Partnership *Provision ensures that all parties involved in the provision for the pupil share their practice.*	**Safeguarding is at the core of the relationship that Tuition Partners (TPs) and Tutors develop with schools.**	Safeguarding either does not exist as part of the partnership agreement between the organisation, tutors and schools, or it is superficial. It is not developed with school leaders or a core aspect of their working relationship.	Safeguarding is an important part of the relationship developed between organisations, tutors and school leaders. Safeguarding procedures and arrangements are shared forming an integral section of the partnership agreement between organisation, tutors and schools.	Safeguarding is an intrinsic part of the relationship developed between organisations, tutors and school leaders. Safeguarding procedures and arrangements are developed together. These form a key aspect of the partnership agreement between organisation and schools.	Safeguarding is at the very core of the relationship developed between the organisation, tutors and school leaders. Safeguarding procedures and arrangements are developed in partnership forming a key aspect of the partnership agreement between organisation and schools. Clear systems of accountability are in place so that safeguarding procedures are reviewed, updated and modified at regular intervals to reflect current practice.

School leaders are confident with the safeguarding practices promoted by the Tuition Partner (TP) through the Tutor.	School leaders raise significant concerns (either informally or formally) about the safeguarding practices of the tutor(s) working with their pupils and/or the organisation. They express dissatisfaction about the safeguarding processes and practices of the organisation and/or its personnel.	School leaders do not express any significant concerns (informally or formally) about the safeguarding practices of the tutor or organisation, including when working with pupils online. Where concerns are raised, leaders know that their concerns will be listened to and appropriate action taken, in line with safeguarding policy and practice.	School leaders express satisfaction and confidence in the work carried out by the tutors and organisation in helping to keep their pupils safe, including when working online. They know that should they have any safeguarding concerns decisive action will be taken in line with safeguarding policy and practice, helping to keep their pupils safe.	School leaders express every confidence in the safeguarding practices carried out by the tutors and organisation. They know that their pupils remain safe at all times when working with tutors, including online. They feel confident in approaching the organisation to express any concerns or suggesting amendments to safeguarding policy and procedures.

School leaders are aware of the policies and procedures for raising safeguarding concerns with the Tuition Partners (TPs).	School leaders were either not made aware or only have some awareness of the policies and procedures for raising safeguarding concerns with the organisation. This is because they were either not made aware of these and/or given access to these documents in order to raise any concerns.	School leaders have been given access to the safeguarding policies and practices of the organisation. These documents signpost how to raise concerns and to whom.	School leaders are aware of how to report concerns to the organisation. They have access to these documents and a point of contact with the Designated Senior Lead of the organisation should they express any concerns about safeguarding. There is a secure method of transmitting sensitive and restricted information securely from school leaders to the organisation in line with GDPR guidelines and data protection laws.	School leaders are aware of the policies and procedures for raising safeguarding concerns with the organisation. This is because these have been developed in partnership with the organisation and its tutors. These are securely stored for both parties to access in line with GDPR guidelines and data protection laws.

Criterion 2.9 - Compliance *Provision ensures that all Tuition Partners are compliant with the safeguarding regulations.*	Data relating to safeguarding and safer recruitment checks are properly managed and stored as appropriate. The data is readily available to the DfE and Tribal for quality assurance purposes, which may include regular audits, sampling, or any other applicable review of their safeguarding arrangements. Tuition Partners are able to provide a full list by way of single central record of all active tutors working with them at any given time, including information set out in part 3 of KCSIE.	There are discrepancies in the data presented in relation to safeguarding compliance. Not all data is stored and managed properly and when information is shared, this is not systematic in its presentation and presents gaps. A live single central record is evident which is complete and reflects information within part 3 of KCSIE.	Safeguarding data is presented in a clear and complete manner, there are no discrepancies or omissions within the data and the single central record reflect the live picture of the tutors working within the organisation.	Safeguarding data is presented in a clear and complete manner, there are no discrepancies or omissions within the data and the single central record reflect the live picture of the tutors working within the organisation.	Safeguarding data is presented in a clear and complete manner, there are no discrepancies or omissions within the data and the single central record reflect the live picture of the tutors working within the organisation.

ELEMENT 3
QUALITY OF PROVISION

Element Overview

The purpose of this element is to evaluate the effectiveness of Tuition Partners (TPs) in evaluating their performance and necessary actions for improvement in order to deliver a high-quality service to pupils. It also includes the importance in maintaining positive and productive relationships with schools, stakeholders and external providers in order to support continuous improvement.

Criterion	Description	Not Met	1	2	3
Criterion 3.1 - Self-evaluation and improvement planning *A strategic approach to improving outcomes is central to the organisation.*	**Regular reviews of overall performance against the NTP Framework leads to self-evaluation which accurately identifies the strengths of provision and key priorities for improvement.**	The organisation does not have a process in place to evaluate the quality of its performance, and to determine the key areas for improvement which are focused on pupil outcomes.	The organisation has a self-evaluation process to evaluate the quality of its performance. Priorities for improvement are identified with most targets aimed at improving pupil outcomes although they may lack precision.	The organisation has an established process for evaluating its performance which leads to priorities for improvement precisely focused on improving pupil outcomes.	The organisation has thorough self-evaluation processes which accurately evaluate all aspects of its performance. Key priorities for improvement are precise and rigorous, demonstrating aspiration for pupils to achieve the best possible outcomes.

	Each element of the organisational structure plays a key role in driving continuous improvement through the regular evaluation of the tutoring provision and its impact on pupil outcomes.	The organisation lacks a shared sense of purpose or vision for its role in improving pupil outcomes through quality tutoring provision. There is little evidence of the impact of the organisation's work in sustaining improvement in its performance.	The organisation is committed to developing a shared sense of purpose in the organisation to improve pupil outcomes through quality tutoring provision although this may not be at all levels. There is demonstrable improvement of some aspects of its work although there may be less evidence of improvement being sustained in some areas.	The organisation has established a shared sense of purpose in the organisation to deliver quality tutoring provision and to improve pupil outcomes. The organisation is able to demonstrate continuous improvement in its work and ability to sustain its performance.	The organisation holds all involved in its organisation to account for the impact their work has on improving the quality of tuition provision and its impact on pupil outcomes. There is an ambitious vision for continuous improvement through strong shared values, policies and practice. The organisation demonstrates a sustained track record of high performance.
Criterion	**Description**	**Not Met**	**1**	**2**	**3**
Criterion 3.2 - Quality of tutoring *The organisation prioritises the quality of their delivery through their workforce.*	**Tutors have the necessary skills and experience to be accurately matched to the needs of the pupils they are serving.**	Tutors do not consistently have the necessary skills, experience and professional competence to be able to deliver effective tutoring provision which matches the needs of individual or groups of pupils' needs.	Tutors have an appropriate range of skills and experience to be able to deliver tutoring provision matched to most pupils' needs although there may be some gaps to meet the needs of specific groups or individuals.	Tutors have a good range of skills and experience to be able to deliver effective tutoring provision which is accurately matched to the range of individual or groups of pupils' needs.	Tutors have high levels of skills and experience to provide tutoring provision which is always accurately matched to the full range of pupils' individual or group needs. High levels of professional competence mean tutors are flexible to adapt to changing needs.

Tutoring delivery methods are aligned with, and complement, the curriculum.	Tutoring delivery methods are not planned to be aligned with the curriculum or to complement it to make learning relevant to pupils.	Tutoring delivery methods are sufficiently aligned with, and complement, the curriculum.	Tutoring delivery methods are planned effectively to ensure that they are aligned with the curriculum and that they complement it to make learning relevant to pupils.	Tutoring delivery methods have a high level of alignment with the curriculum to enrich the quality of pupils' learning and raise aspirations for their outcomes.
Online tutoring is supported by effective technology to ensure continuity and quality of delivery.	Technology resources for online tutoring are not fit for purpose and significantly hinder continuity and quality of delivery, limiting pupil outcomes.	Technology resources are sufficient to allow continuity and delivery of online tutoring.	Technology resources are fit for purpose and promote effective continuity and delivery of online tutoring.	Innovative use of high-quality technology resources ensures continuity and highly effective delivery of online tutoring.
Tutors are regularly observed, and their performance in improving pupil outcomes is evaluated against a competency framework.	There are no, or only limited, arrangements to regularly observe tutoring and monitor tutor performance in terms of impact on pupil outcomes.	Tutor delivery and performance is monitored against a broad competency framework which is mostly precise in its expectations.	There are established processes for systematically observing tutors and for monitoring their performance against a clearly defined competency framework.	Frequent observation of tutor delivery and continuous assessment of their performance against an exacting competency framework sustains a high level of focus on the quality of tutoring and its impact on raising pupil outcomes.

Criterion	Description	Not Met	1	2	3
Criterion 3.3 - Quality of support *A strategic approach to identified needs promotes growth and improvement.*	**The organisation makes effective use of stakeholder feedback to analyse the quality of support provided through tutoring and its impact on pupil outcomes in order to drive continuous improvement.**	The organisation makes no, or only limited, use of stakeholder feedback to enable it to accurately analyse the quality of tutoring support and its impact on individuals and different groups of students. This limits the organisation's ability to drive continuous improvement.	The organisation has arrangements in place to seek stakeholder feedback with relevant parties. Feedback is used to analyse the quality of tutoring support and the impact on pupil outcomes for individuals and different groups. The information is mostly used to drive continuous improvement.	The organisation has established arrangements to seek feedback from all relevant stakeholders. Information gained from feedback is used effectively to analyse the quality of tutoring support and its impact on pupil outcomes for both individuals and groups of students, and to identify key priorities for continuous improvement.	The organisation places high importance on the value of stakeholder frequent and in-depth feedback to inform its analysis of the impact of tutoring on raising pupil outcomes for both individuals and groups of students. Key priorities for further improvement clearly link to the feedback received and support the drive for continuous improvement in provision.
	The organisation is conscientious in its approach to supporting tutors, making available time and resources to ensure that they can receive timely advice and support when needed.	The organisation offers little or no additional support to tutors beyond initial training. There is insufficient resource to provide timely advice and support as needed.	The organisation offers sufficient resources to support tutors which is mostly timely as needed.	The organisation is committed to providing support for its tutors and ensures timely advice and support is available when needed.	The organisation offers extensive resource for tutor support, including bespoke support where it is most needed, in order to ensure consistently high standards of tutoring are sustained.

	The information gained from observations of tutoring accurately identifies tutor support and training needs.	The organisation may not carry out observations of tutoring to enable it to identify training needs. Information gained from any observations of tutoring is not used to identify individual or group support and training needs.	The organisation makes use of information from tutor observations to determine tutor training which is mostly accurately matched to all tutors' needs.	The organisation makes effective use of information from tutor observations to accurately match tutor support and training to all tutors' needs.	The organisation makes highly effective use of information from tutor observations to build innovative and ambitious systems of tutor support. Training is bespoke to tutors' needs at group and individual level.
Criterion	**Description**	**Not Met**	**1**	**2**	**3**
Criterion 3.4 - Partnerships and Communication *The effectiveness of partnership drives improved outcomes for pupils.*	**The organisation demonstrates effective working partnerships with schools with a shared aim to promote improved pupil outcomes.**	The organisation has developed few, or no, working partnerships with schools. It places insufficient importance on such partnerships to promote improved pupil outcomes.	The organisation has partnerships with schools which are mostly focused on the impact of tutoring on pupil outcomes.	The organisation has established effective working partnerships with schools with a clearly shared aim to promote improved pupil outcomes.	The organisation has developed an ethos of responsibility and shared vision when working in partnership with schools. It initiates and prioritises these partnerships with a clear aim to work together to increase pupil outcomes.

	Best practice, research and shared knowledge is used and promoted with other Tuition Partners (TPs) and external bodies to support continuous improvement.	There are few, or no, arrangements to share best practice, research and knowledge with other TPs or external bodies. Any links with external bodies are not focused on supporting continuous improvement.	The organisation has some links with other TPs or external bodies to share best practice, research and knowledge, although these may not be comprehensive.	The organisation is committed to establishing links with other TPs or external bodies with the aim of supporting continuous improvement through the sharing of best practice, research and knowledge.	The organisation places high importance on the value of partnerships with other TPs or external bodies to support continuous improvement. It is influential, consistently professional and creates purposeful links with a focused aim on improving pupil outcomes more widely, not just with the schools it works with.
	The organisation works collaboratively with schools to ensure the impact of tutoring on pupil outcomes targets next steps in learning.	The organisation's tutoring services are not sufficiently focused on working in collaboration with schools to ensure improved outcomes by targeting the next steps in pupils' learning.	The organisation works collaboratively with schools and understands the need to ensure tutoring targets next steps in pupils' learning, although this may not be consistent.	The organisation has effective collaborative working practices with schools and ensures that tutoring is targeted at pupils' next steps in learning in order to improve outcomes.	The organisation ensures that its engagement with schools is focused and has purpose. It articulates its vision and values when working collaboratively with them with a high level of focus on ensuring tutoring has the maximum impact, and that next steps in learning are accurately matched to the individual and/or group with clear ambition to raise pupil outcomes to their full potential.