National Tutoring Programme

Framework Criteria for Tuition Partners

September 2023

Element 1 - Organisation

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Criterion	
1.1	**Governance and Management arrangements** – *The organisation has the capacity to deliver tutoring to schools via the National Tutoring Programme:* • 1.1.1: A clear governance and management structure is in place, with well identified responsibilities and lines of accountability. • 1.1.2: Risk management processes are established throughout the organisation, identifying potential risks and issues, and appropriate controls, mitigations and rectification. • 1.1.3: The organisation complies with relevant legislation. • 1.1.4: Management processes for tutoring delivered via the National Tutoring Programme are established to support the effective delivery of tuition programmes. • 1.1.5: Quality management processes for tutoring delivery are established and are used to drive continuous improvement in tutoring standards and learning outcomes.
1.2	**Financial Management** – *The organisation is financially sustainable and well run:* • 1.2.1: Robust financial management and control policies and systems are in place. • 1.2.2: The organisation can demonstrate robust economic and financial standing (EFS)
1.3	**People Management** – *The organisation recruits and manages their workforce in line with the needs of the NTP. This standard criterion explicitly covers paid and unpaid employed staff, contractors and volunteers:* • 1.3.1: Procedures for the selection, recruitment, training and quality review of all personnel comply with employment regulations and laws and safeguarding procedures/statutory guidance. • 1.3.2: A Single Central Record (SCR) is in place, kept up to date and that all staff as part of the Tuition Provider are deemed suitable to work with pupils. • 1.3.3: Human Resources (HR) policies are established, all people working within and on behalf of the organisation receive training in these and confirm acceptance / compliance with these policies. • 1.3.4: All personnel have a clear job description, receive relevant training and are subject to regular review of performance.

1.4	**Data Management and protection** – *The organisation manages their data effectively and in accordance with the law and the expectations of the programme:*
	• 1.4.1: Data protection and GDPR policies and procedures are in place along with regular staff training.
	• 1.4.2: 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.
	• 1.4.3: The organisation adheres to NTP deadlines set by the DfE and Tribal Education
1.5	**Reputation Management** - **–** *The organisation maintains a positive reputation in line with the objectives and purpose of the NTP:*
	• 1.5.1: There are clear and established, rigorous procedures for dealing with any incidents of malpractice and maladministration, complaints and reputational/PR issues.
	• 1.5.2: The Tuition Partner adheres to required NTP/ DfE branding and key messages.
1.6	**Customer Engagement -** *The effectiveness of the organisation in prioritising the customer experience:*
	• 1.6.1: Customer engagement is focussed on:

	- Responding to requests from schools in a timely manner.
	    - Ensuring that bookings made by schools are fulfilled, or adequate arrangements are made where a booking has to be cancelled.
	    - Clear, accurate and up to date information being available to schools on all parts of the Tuition Partner provision, including on the DfE's 'Find a tuition partner' service.

	• The Tuition Partner has a clear policy and procedures in place to manage complaints which has been shared with schools and is visible on their website.

Element 2 – Safeguarding and Safer Recruitment

Element 2 – Safeguarding

Criterion	
Organisation	
2.1	**Policies and Procedures –** T*he organisation has robust policies and procedures in place to safeguard young people:* • 2.1.1: Clear policies and procedures are in place which reflect the robust systems and processes which are in place for safeguarding and are in line with statutory guidance including Keeping children safe in education (KCSIE). • 2.1.2: Safeguarding strategy is aligned to practice to ensure the organisation creates safe environments for pupils. • 2.1.3: The safeguarding risk register identifies the most relevant potential risks and has appropriate controls and mitigations.
2.2	**Values, culture and awareness** – *The organisation promotes safeguarding as a central pillar to their organisation, as set out in Parts One and Two of KCSIE:* • 2.2.1: Safeguarding is an intrinsic part of organisational values and culture and is promoted through all organisational messaging. • 2.2.2: All personnel and tutors within the organisation reflect consistent safeguarding messaging. • 2.2.3: There is clarity of safeguarding messaging between all stakeholder groups engaged with the Tuition Partner.
2.3	**Recruitment –** *The organisation ensures that safer recruitment is central to their practice:* • 2.3.1: Robust safer recruitment procedures are in place for all personnel paid or unpaid working with or on behalf of the organisation, in line with Part 3 of KCSIE
2.4	**Overseas Tutors-** *The organisations using overseas tutors provide comparable protections* • 2.4.1: 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 • 2.4.2: 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. • 2.4.3: 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.

2.5	**Monitoring and Reporting** – *The organisation is robust about reviewing the risks and needs associated with safeguarding:* • 2.5.1: There are accurate and timely monitoring reports which reflect a proactive approach to monitoring and safeguarding the welfare of pupils • 2.5.2: Strategic reporting of safeguarding reporting reflects key indicators of risk and the mitigations in place. • 2.5.3: There is evidence of ongoing review and evaluation of safeguarding practices and action taken to address issues that arise.
Provision	
2.6	**Training, Support and Guidance** – *Safeguarding is an intrinsic part of the provision of the organisation:* • 2.6.1: Proactive training aligned with key legislation and statutory guidance is evident across all tiers of the organisation and translated into practice. • 2.6.2: Support and guidance focused on safeguarding priorities is embedded within everyday practice. • 2.6.3: Tutors are clear about their roles and responsibilities for keeping pupils safe and apply this understanding into their everyday practice.
2.7	**Learning delivery methods** – *provision ensures that the organisation is proactive in keeping children and young people safe:* • 2.7.1: All tutors are aware of the requirements to keep pupils safe online and translate this into their practice. • 2.7.2: In person learning opportunities reflect the key criteria to safeguard pupils.
2.8	**Partnership** – *provision ensures that all parties involved in the provision for the pupil share their practice:* • 2.8.1: Safeguarding is at the core of the relationship that Tuition Partners (TPs) and Tutors develop with schools. • 2.8.2: School leaders are confident with the safeguarding practices promoted by the Tuition Partner (TP) through the Tutor. • 2.8.3: School leaders are aware of the policies and procedures for raising safeguarding concerns with the Tuition Partners (TPs).
2.9	**Compliance** – *provision ensures that all Tuition Partners are compliant with the safeguarding regulations*

- 2.9.1: Data relating to safeguarding and safer recruitment checks are properly managed and stored.
- 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.

Element 3 – Quality of Provision

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Criterion	
3.1	**Self-evaluation and improvement planning** - *A strategic approach to improving outcomes is central to the organisation:* • 3.1.1: 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. • 3.1.2: 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.
3.2	**Quality of tutoring** – *The organisation prioritises the quality of their delivery through their workforce:* • 3.2.1: Tutors have received appropriate training and have the necessary skills and experience to be accurately matched to the needs of the pupils they are serving. • 3.2.2: Tutoring delivery methods are aligned with, and complement, the curriculum of the school the tutors are working with. • 3.2.3: Online tutoring is supported by effective technology to ensure continuity and quality of delivery. • 3.2.4: Tutors are regularly observed, and their performance in improving pupil outcomes is evaluated against a competency framework.

3.3	**Quality of support** - *A strategic approach to identified needs promotes growth and improvement:*
	• 3.3.1: The organisation makes effective use of stakeholder feedback to analyse the quality of support provided through tutoring and its impact on pupil outcomes to drive continuous improvement.
	• 3.3.2: 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.
	• 3.3.3: The information gained from observations of tutoring accurately identifies tutor support and training needs.
3.4	**Partnerships and Communication** – *The effectiveness of partnership drives improved outcomes for pupils:*
	• 3.4.1: The organisation demonstrates effective working partnerships with schools with a shared aim to promote improved pupil outcomes.
	• 3.4.2: Best practice, research and shared knowledge is used and promoted with NTP to support continuous improvement.
	• 3.4.3: The organisation works collaboratively with schools to ensure the impact of tutoring on pupil outcomes targets next steps in learning.