

Section 2 The Specification

A. INTRODUCTION

1. Policy Background

- 1.1. The government wants to provide world-class education, training and care for everyone, whatever their background. To help achieve this all schools in England must have access to high quality teachers, especially those schools serving disadvantaged areas.
- 1.2. The High Potential Initial Teacher Training and Leadership Development supports this ambition by recruiting and developing high quality graduates and career changers who might not otherwise have considered teaching or working in a school serving economically disadvantaged pupils. These Participants will supplement the supply of new teachers into schools and early years settings serving low income communities, with high numbers of disadvantaged and low attaining pupils.

2. Purpose

- 2.1. The Programme is intended to attract high quality Participants into teaching and place them in Eligible Schools. Programme Participants will be employed to fill vacancies, undertake employment-based Initial Teacher Training and contribute to the schools' overall improvement.
- 2.2. The key objectives of the Programme are to:
 - 2.2.1. Recruit the best and brightest graduates and career changers who have the potential to be highly skilled teachers and leaders and who would be otherwise unlikely to join the profession or work in an Eligible School;
 - 2.2.2. Train them to be highly skilled teachers and emerging leaders for primary and secondary schools and early years settings throughout England that have high numbers of deprived and low attaining pupils to fill teacher vacancies and help close the attainment gap between deprived pupils and their peers.
- 2.3. The Programme should also prepare, support and inspire Participants to consider the range of career progression pathways in education and promote the longer-term benefits of teaching.

B. THE SERVICES

3. Overview

- 3.1. The Contractor will design, develop and deliver a high quality and innovative Programme to recruit the best and brightest graduates and career changers into teaching and place them in Eligible Schools.
- 3.2. This will entail delivery of the following Services:
 - 3.2.1. Attraction of Candidates
 - 3.2.2. Candidate Recruitment and Selection
 - 3.2.3. Initial Teacher Training
 - 3.2.4. Leadership Development
 - 3.2.5. Participant Retention and Ongoing Support
 - 3.2.6. School Recruitment and Placements
 - 3.2.7. Management Information, Evaluation, Continuous Improvement and Data Security
 - 3.2.8. Contract and Performance Management
 - 3.2.9. Implementation and Resourcing

- 3.3. The Contractor will deliver required Services to the following timescales:
- 3.3.1. Attraction of Candidates and Candidate Recruitment and Selection to commence on the Service Commencement Date;
 - 3.3.2. Year 1 of the Programme to start in September 2021; and
 - 3.3.3. Year 2 of the Programme to start in September 2022.

4. Attraction - commencing on or before 31 October 2020

- 4.1. The Contractor will:
- 4.1.1. promote the Programme nationally, attracting applications from high performing graduates or career changers with potential to be highly skilled teachers and influential classroom leaders who might not otherwise have considered teaching or working in an Eligible School;
 - 4.1.2. develop a communications and marketing strategy to attract Candidates to the Programme with a clear focus on those who might not otherwise consider teaching (i.e. would not apply to mainstream Initial Teacher Training routes) or working in an Eligible School;
 - 4.1.3. ensure the marketing of this Programme sits alongside the Authority's wider marketing campaign to attract trainee teachers and reflect this relationship in its communications strategy. The Contractor should specifically consider how they present this relationship from an audience perspective so the audience understand the range of options available to them and why they may choose one over the other. Any marketing spend may be subject to approval by the Authority and Cabinet Office (See [Cabinet Office's Efficiency Controls guidance](#)). The Contractor must submit a costed marketing plan annually which identifies if/how Authority funding will be spent and where appropriate receive full approval before proceeding;
 - 4.1.4. make all reasonable efforts to ensure that all eligible Candidates are registered or engaged with the Authority's "[Get Into Teaching](#)" service ("Get Into Teaching" is the Authority's information line for, and database of, prospective Candidates to teacher training). This includes unsuccessful Candidates including those that withdraw. This means that Candidates need to be asked to agree to such data sharing as necessary to support this requirement; and
 - 4.1.5. work with the Authority to maximise the likelihood that any unsuccessful Candidate, with the potential to teach but who is not successful in his/her application for this Programme, applies for a mainstream training route.

5. Participant Recruitment and Selection - commencing on or before 31 October 2020

- 5.1. The Contractor will:
- 5.1.1. have a robust recruitment and selection process which is undertaken in a way that is fair, open and transparent, promotes equality of opportunity and avoids discrimination as per the [ITT Criteria and Supporting Advice](#);
 - 5.1.2. assess and select Candidates to ensure those entering the Programme have the suitability to train to teach and to develop the skills, behaviours and resilience to succeed as teachers and have a positive impact on the educational outcomes of disadvantaged pupils;
 - 5.1.3. ensure all successful Candidates meet the entry requirements for initial teacher training as per the [ITT Criteria and Supporting Advice](#);

- 5.1.4. have a strategy for maximising the conversion from initial registrations/expressions of interest, to applications, to selection and Programme starts;
- 5.1.5. recruit 1,750 Participants to start the Programme in September 2021;
- 5.1.6. ensure at least 60% of Participants are from Russell Group Universities;
- 5.1.7. ensure at least 90% of Participants have a 2:1 or higher degree classification;
- 5.1.8. ensure that at least 600 suitable Participants (or 34% of the cohort if this is higher) in priority subjects (currently chemistry, computing, modern foreign languages, mathematics and physics) start the Programme. Within that the Contractor must aim to meet the following targets set out in Table 1 for the 2021 cohort by subject and phase which align with the Authority's teacher recruitment priorities.

Table 1

Subject	Annual Targets
Primary / Early Years	450
Secondary	
Biology	120
Business Studies	25
Chemistry	70
Computing	40
Design & Technology	35
English	330
Geography	75
History	60
Mathematics	270
Modern Foreign Languages	145
Music	20
Physics	80
Religious Education	30
Total	1750

- 5.2. Subject to the prior written approval of the Authority the Contractor may recruit more than 1,750 Participants but the maximum number that will attract an Output Payment will be 2000 without a change control note.

6. Initial Teacher Training

- 6.1. The Contractor will:

- 6.1.1. ensure all Participants are equipped to start their Initial Teacher Training and work as unqualified teachers by the start of the Programme i.e. September 2021;

- 6.1.2. develop and deliver Initial Teacher Training in conjunction with accredited Initial Teacher Training providers (as required) and schools which:
 - 6.1.2.1. complies with the entry, training, management and quality assurance and employment- based criteria as set out in the [ITT Criteria and Supporting Advice](#) and enables Participants to meet the [Teachers' Standards](#); and
 - 6.1.2.2. encompasses the full entitlement described in the [ITT Core Content Framework](#) (2019 as updated and amended);
- 6.1.3. ensure that the delivery of Initial Teacher Training leads to Qualified Teacher Status after one year. There will be some flexibility over deferrals for reasons including but not limited to maternity, paternity and illness and the criteria for these will be agreed with the Authority in advance;
- 6.1.4. ensure that all Initial Teacher Training proposed against delivery of the Contract is located within England;
- 6.1.5. facilitate subject knowledge enhancement (SKE) courses¹ pre-Initial Teacher Training where required with Authority funded SKE training providers; and
- 6.1.6. ensure that 90% of recruits that start the Programme achieve qualified teacher status (QTS) by the end of the Programme.

Ofsted ratings

- 6.2. The Contractor will ensure all accredited Initial Teacher Training providers engaged in delivering the programme are of a high quality as defined by Ofsted:
 - 6.2.1. Accredited Initial Teacher Training providers: There is a requirement that Initial Teacher Training providers are not rated less than 'Good' by [Ofsted](#) in their latest Initial Teacher Education inspection across the phases in which they are training.
- 6.3. Should the rating of an accredited Initial Teacher Training provider fall below an Ofsted rating of 'Good', then the Contractor will ensure the quality of the ongoing Initial Teacher Training provision for Participants is maintained. Should the accredited Initial Teacher Training provider receive a less than 'Good' rating on re-inspection, the Contractor will remove them as a partner at the earliest opportunity, whilst protecting the interest of Participants.

7. Leadership Development

- 7.1. The Contractor will:
 - 7.1.1. develop and deliver a leadership development programme that:
 - 7.1.1.1. spans the two-year programme; and
 - 7.1.1.2. trains and supports Participants to become excellent practitioners and emerging leaders. This should be additional to a full Initial Teacher Training programme and should include:
 - 7.1.1.2.1. providing training and experiences to prepare Participants for a range of career progression pathways in education including into school leadership; and
 - 7.1.1.2.2. providing opportunities to form and maintain networks committed to improving the educational

¹ Subject Knowledge Enhancement: <https://www.gov.uk/guidance/subject-knowledge-enhancement-an-introduction>

opportunities for disadvantaged pupils and closing the attainment gap between disadvantaged pupils and their peers.

8. Participant Retention and Ongoing Support

8.1. The Contractor will:

- 8.1.1. ensure that all schools involved in the training of teachers offer the following support as a minimum:
 - 8.1.1.1. a trained and quality-assured mentor
 - 8.1.1.2. a reduced teaching timetable
 - 8.1.1.3. release time to allow the Participants to spend time teaching in another school
- 8.1.2. prepare schools and mentors to provide effective support to Initial Teacher Training trainees and newly qualified teachers (NQTs) in line with all existing and future government policy relating to Initial Teacher Training and induction years including the [ITT Criteria and Supporting Advice](#), the [ITT Core Content Framework](#) (2019) and the [Early Career Framework \(ECF\)](#);
- 8.1.3. minimise workload burdens for early career teachers;
- 8.1.4. ensure all Participants have a positive experience of the Programme by providing ongoing support which includes but is not limited to:
 - 8.1.4.1. support and advice regarding the Participants Initial Teacher Training and leadership development training;
 - 8.1.4.2. support and advice on future employment opportunities in the education sector;
 - 8.1.4.3. dispute resolution and problem solving between Participants and other stakeholders;
 - 8.1.4.4. a formal complaints procedure with arrangements for reporting complaints to the Authority in line with Service Levels in Schedule 4 Table 3;
 - 8.1.4.5. opportunities for Participants to share learning and best practice from the Programme with teachers within their school and beyond;
- 8.1.5. maximise the number of Participants who successfully complete the programme by:
 - 8.1.5.1. monitoring Participant progress;
 - 8.1.5.2. implementing measures to identify and remedy the causes of non-completion;
 - 8.1.5.3. managing a deferral and withdrawal process (deferrals are Participants that take a break from the Programme but with the intention of returning to complete the Programme);
 - 8.1.5.4. managing the under-performance of Participants and implementing an appropriate process for removing under-performing Participants where required;

- 8.1.5.5. undertake a participant satisfaction survey with all active Participants at the end of Year 1 and Exit Reviews with all Participants on completing/leaving the Programme;
- 8.1.6. ensure that 90% of recruits who start the Programme complete Year 1;
- 8.1.7. ensure that 86% of recruits who start the Programme complete Year 2;
- 8.1.8. ensure at least 90% of Participants that start the Programme have an Exit Review on completing/leaving the Programme;
- 8.1.9. ensure at least 90% of Participants rate their experience of being on the Programme as good or better measured at the participant satisfaction survey at the end of Year 1; and
- 8.1.10. ensure at least 90% of Participants rate their experience of being on the Programme as good or better measured at their Exit Review.

9. School Recruitment and Placements

9.1. The Contractor will:

- 9.1.1. recruit and manage a sufficient number of Eligible Schools across England to ensure that all successful Participants can be placed in an Eligible School to start the programme in September 2021;
- 9.1.2. work in partnership with Eligible Schools across England to provide high quality employment placements, Initial Teacher Training and mentoring support to Participants in line with the training, management and quality assurance, and employment-based criteria in the [ITT Criteria and Supporting Advice](#);
- 9.1.3. deliver the programme across all English Regions² such that at least 5% are placed in each English region with a maximum of 40% placed in London;
- 9.1.4. ensure that no less than 90% of Participants are placed within Eligible Schools and remain working within Eligible Schools for the duration of the Programme;
- 9.1.5. ensure that no more than 10% of Participants are placed in schools with above average attainment at KS2³ or at KS4⁴;
- 9.1.6. ensure at least 215 Participants that start the Programme are placed in Opportunity Areas⁵;
- 9.1.7. have processes in place to gather and action feedback and satisfaction rates from schools; and
- 9.1.8. ensure at least 90% of schools rate their experience of the Programme as good or better.

Eligible Schools

- 9.2. To ensure the Programme is targeted at schools that serve low income communities with high numbers of disadvantaged and low attaining pupils, the Authority has determined a set

² The regions are: East Midlands, East of England, London, North East, North West, South East, South West, West Midlands, and Yorkshire as defined by the Office for National Statistics

<https://www.ons.gov.uk/methodology/geography/ukgeographies/administrativegeography/england>

³ <https://www.gov.uk/government/collections/statistics-key-stage-2>

⁴ <https://www.gov.uk/government/collections/statistics-gcses-key-stage-4>

⁵ Opportunity areas are part of the government's national plan for dealing with social mobility through education.

<https://www.gov.uk/government/publications/social-mobility-and-opportunity-areas>

of school eligibility criteria for the Programme.

- 9.3. The criteria is based on a points system linked to Achieving Excellence Areas⁶ (AEA) categories and the Income Deprivation Affecting Children Index⁷ (IDACI) and apply to both primary and secondary schools. Schools with 5 'Eligibility points' or more are eligible. Priority should be given to schools that score the highest. Table 2 sets out the Eligibility points

Table 2: School Eligibility Points by Category

Category	Explanation	Eligibility points
Cat 1	Achieving Excellence Areas defined as third weakest	1
Cat 2	Achieving Excellence Areas defined as second weakest	2
Cat 3	Achieving Excellence Areas defined as weakest.	3
IDACI school intake	School's intake of children from the bottom 30% of IDACI	Where 20% or more of a school's intake are in the bottom 30% of IDACI, they will score 1 point for every 5% of intake above 20% (up to a maximum of 5 points) e.g. 25% of intake in the bottom 30% of IDACI = 1 point 45% or more of intake in the bottom 30% of IDACI = 5 points

10. Management Information

10.1. The Contractor will:

- 10.1.1. produce management information (MI) reports to support set-up and delivery of the Services. The format and content of the MI reports will be determined by the Authority and will include but not be limited to those set out in the Performance Monitoring Reports section of Schedule 4, Table 3 of the Conditions of Contract;
- 10.1.2. supply the Authority with the MI broken down by the categories defined in Table 3. This includes by geographical region;
- 10.1.3. provide the Authority with MI and reports to enable the Authority to:
 - 10.1.3.1. monitor the performance of the Contractor in the provision of Services set out in Key Performance Indicators (KPIs), Subsidiary Performance Indicators (SPIs) and Service Levels detailed within Schedule 4 (Performance Levels) and in accordance with all other provisions of the Contract;
 - 10.1.3.2. monitor the Contractor's adherence to all standards defined in the Contract; and

⁶ [Achieving Excellence Areas](#) combines indicators which show current educational performance with indicators which show capacity to improve to define areas which are most in need of support.

⁷ [IDACI](#) is the Income Deprivation Affecting Children Index, which measures the proportion of children under the age of 16 that live in low income households in a local area.

- 10.1.3.3. monitor the quality of the Contractor's provision of Services;
- 10.1.4. ensure that all MI delivered to the Authority is in an electronic encrypted format and has been validated, is accurate, fully auditable and presented in the format prescribed by the Authority;
- 10.1.5. supply to the Authority any additional ad hoc data and reports to satisfy particular business and legislative requirements (e.g. Freedom of Information Act, parliamentary questions) and any other requests in connection with the Services provided under the Contract. The Contractor will be required to act in a flexible and timely manner to provide the requested data within reasonable timescales specified by the Authority, without additional cost to the Authority;
- 10.1.6. provide information to the Authority, as reasonably required, to assist in the monitoring and evaluation of the likely effect of any proposed policy development on the Services and to support business continuity and contingency planning;
- 10.1.7. ensure that the Authority's [Database of Trainee Teachers and Providers \(DTTP\)](#) or any future service is kept up to date and data is validated in a timely fashion to meet requirements to be agreed with the Authority. Relevant training will be provided by the Authority if required.
- 10.2. MI requirements may change, if required, to cover new processes proposed by the Contractor, if the design of the Programme delivery model changes or when the Authority introduces new requirements; and
- 10.3. The Authority reserves the right to validate (spot-check) MI, reports or claims made in reports, in whole or in part, independently or directly with schools and/or Participants and/or partners.

Table 3: MI Requirements

Data Name	Data Required
Participant ID	Unique anonymous identifier Surname Forename Gender Contact details (address, email and telephone number) Date of Birth Ethnicity Reasonable Adjustments Qualifications including higher education institution attended and degree class
Programme Outputs	No. of applications No. of unsuccessful applications No. of offers made No. of acceptances No. of Programme starts No. of withdrawals

	No. of deferrals No. of Participants achieving QTS No. of Participants completing Y1 No. of Participants completing Y2 (all of the above to be broken down by subject, location and phase i.e. secondary, primary, early years)
Participant Experience	Participant Satisfaction Rates No. of complaints Participant Feedback
Other	Partner Feedback Names and UKPRNs of accredited Initial Teacher Training providers Names and URNs of partner schools Number of schools Type of schools Location of schools School Satisfaction Rates

11. Programme Evaluation

11.1. The Contractor will:

11.1.1. co-operate fully with any evaluation of the Programme that is undertaken by the Authority or a third party acting on behalf of the Authority. As such, the Authority may require access to identifying records for schools/individuals so that the Authority may contact them for evaluation purposes. The Authority has identified the following criteria against which evaluation may be conducted, including but not limited to:

11.1.1.1. take-up and completion, e.g. rates of application, participation and completion and the characteristics of Participants; and

11.1.1.2. engagement, e.g. Participants' concerning the programme.

11.2. The purpose of this evaluation work is to assess whether the programme is meeting its aims and objectives.

12. Data Management and Security Standards

12.1. The Contractor will:

12.1.1. comply with data security standards (e.g. how and where it will store this data, how it will plan to dispose of it once the contract has expired) as set out in Schedule 8 of the Contract;

12.1.2. take appropriate action to ensure that the collection and transfer of information complies with the Data Protection Act and General Data Protection Regulations, which will include adding specific statements (on which the Authority will advise) to a privacy notice to be issued to Participants, and ensuring the secure storage and transfer of data; and

- 12.1.3. be required to sign up to the Cyber Essentials Scheme: Requirements for basic technical protection from cyber-attacks.

13. Contract and Performance Management

13.1. The Contractor will:

- 13.1.1. use robust governance and contract management arrangements to:
 - 13.1.1.1. monitor and manage its performance to ensure success achievement of the KPIs, SPIs and Service Levels set out in Schedule 4 and fulfil its contractual obligations;
 - 13.1.1.2. maintain the quality of the delivery of all Services provided by the Contractor and all of its partners and sub-contractors; and
 - 13.1.1.3. ensure that all aspects of their processes adhere to statutory legal requirements for equality and diversity; further information about the Equality Act is available at <https://www.gov.uk/guidance/equality-act-2010-guidance>.
- 13.1.2. have processes and systems in place for ensuring costs are managed appropriately and secure best value for money, with particular reference to the Open Book Data requirements as set out in Schedule 13 (Financial Reports and Audit Rights);
- 13.1.3. ensure that there are simple and clear governance controls for the management and distribution of funds, including those transferred to delivery partners;
- 13.1.4. participate in monthly contract management meetings and an annual contract review meeting with the Authority as set out in Schedule 4, Table 3; and
- 13.1.1. submit an Exit Plan that is to be agreed with the Authority within three months of the Effective Date; and will be reviewed regularly thereafter to ensure it remains fit for purpose. The Exit Plan must include, but is not limited to, the following areas:
 - 13.1.1.1. Exit management structures and processes
 - 13.1.1.2. Assets
 - 13.1.1.3. Systems and Software
 - 13.1.1.4. Data
 - 13.1.1.5. Subcontracts
 - 13.1.1.6. Training and knowledge transfer; and
 - 13.1.1.7. Staff matters.

14. Implementation and Resourcing

14.1. The Contractor will:

- 14.1.1. plan and execute all activity through rigorous and robust contract management across the set-up and delivery of the Programme to secure the best value for money. This will include but is not limited to:
 - 14.1.1.1. An implementation plan including key milestones, a critical path and critical dependencies and contingency arrangements;

- 14.1.1.2. Risk and issues management: the Contractor will identify and monitor the key risks to these Services, their impact and proposed mitigations via a risks and issues log. Risks and issues logs will be shared with the Authority on a regular and agreed basis; and
- 14.1.1.3. Resource plan: the Contractor will maintain an organisation chart detailing the personnel to be deployed to ensure sound governance, strong leadership and effective operational management of the Services. This will be kept under regular review.