

# **FINAL**

## **Teaching and Leadership Innovation Fund Question and Answer Document**

### **Preface**

Readers should note that this document is for information purposes only and is not a formal part of the procurement for the Teaching and Leadership Innovation Fund (TLIF). This document should be read as indicative of the current thinking of the Authority. We reserve the right to make changes to what is set out here in the final procurement documents. Those who are bidding should rely on the information within the procurement documents, which will be released on the Bravo system, and where there is any discrepancy or difference, the procurement documents published on Bravo shall take precedence.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

Lessons from round one:		
Ref.	Question	Response
R1.1	Will round 2 request lots of information and complicated documents as in round 1?	Following feedback from Round 1 bidders, we have simplified the process by only asking for an outline of proposals at the Standard Selection Questionnaire (SSQ) stage, and more detailed proposals at Invitation to Tender (ITT) stage. While there is a certain level of information we need to set up contracts with suppliers, we are currently looking at simplifying the templates for responses as far as possible.
R1.2	Is the money spent in round 1 indicative for this round?	No, round 2 is a separate procurement with different requirements.
R1.3	Can round 1 providers offer any reflections on how they put together their bids?	Round 2 is a separate procurement with different requirements.  This information is commercial in confidence, but existing Department for Education (DfE) providers may be willing to share their experiences. Providers wanting to network should use Slack which is a closed online forum for discussion or making connections with other organisations. Please email the TLIF mailbox (mailbox.TLIF@education.gov.uk) if you would like to be added to the Slack network.
R1.4	Can you give details of the successful round 1 bidders and where they are delivering?	Further information on each of the programmes and details of how schools can access their provision can be found <a href="#">here</a> .
R1.5	Can evidence or case studies from round 1 be provided to show a successful bid and what the impact looks like?	Round 1 was a different procurement to round 2: we were looking to procure evidence-based provision which could operate at scale. Round 2 has a more specific set of themes. Guidelines will be provided on what evidence is required in the prospectus and invitation to tender (ITT).
R1.6	How many bids were there for round 1, and how many were awarded contracts?	There were 68 bids for round 1 and 8 contracts.
R1.7	How many bids in round 1 were from schools / teaching schools?	We received 68 bids of which 9 were school partnerships.
R1.8	How many bids for round 1 were building consortiums?	This information was not captured in our procurement documentation for round 1.
R1.9	Can you provide more detail about the contract values for the round 1 providers?	Information on each of these contracts can be found on contracts finder, which can be found <a href="#">here</a>

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Teaching and Leadership Innovation Fund (TLIF) Overall aims</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>OA.1</b>	The market warming slides state they are not the definitive position on TLIF round 2. How will things change between now and January?	We have signalled that the market warming slides are not the definitive position as the information in them could be subject to changes as policy develops. More detail will be made available through the procurement materials issued in January.
<b>OA.2</b>	How many bidders are expected to be awarded contract?	This is a competitive procurement exercise, and we do not know at this point how many bids we will receive or how many contracts will be awarded through this procurement round. The number of contracts awarded will be dependent on the quality and size of bids received (there is a maximum of £45m available for round 2).
<b>OA.3</b>	How long will round 2 TLIF contracts last?	The current intention is that contracts will run from September 2018 to March 2020.
<b>OA.4</b>	Can you confirm that TLIF is only offering contracts rather than grants?	Yes, we can confirm that we are only offering contracts through TLIF.
<b>OA.5</b>	Will there be further Teacher Leadership and Innovation Fund (TLIF) rounds in future, or is this the last opportunity to bid for TLIF?	This will depend on how much funding is allocated through round 2. We have a fixed budget of around £45m until March 2020.
<b>OA.6</b>	What specific actions will DfE support to encourage schools to take-up round 2 TLIF provision?	We have listened to feedback from round 1 and have modified the process to encourage schools to apply by introducing a two stage procurement. This should help bidders to spend the appropriate amount of time at each stage. We have also introduced lotting by contract value to encourage smaller and innovative bids.
<b>OA.7</b>	Is funding only available for the 12 Opportunity Areas listed?	The priority areas are category 5 and 6 areas, which include but are not exclusively the Opportunity Areas. At least 70% of each programme's delivery must be to priority areas.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>OA.8</b>	Won't the Opportunity Areas be saturated by the Government's initiatives? What about areas of the country that are in need of better professional development but aren't in an Opportunity Area/category 5 and 6 areas?	<p>DfE are interested in creating a sustainable culture around professional development and so we are starting with investment in those areas with the greatest need. The Department will be working closely with each supplier to ensure that the schools facing the greatest challenges and in the most need of help are able to access the programmes.</p> <p>Although projects will be required to deliver in these areas, providers can in addition undertake some delivery outside of these areas where need can be demonstrated.</p>
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Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Finance</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>FIN.1</b>	Will the 50% financial assessment of the Standard Supplier Questionnaire (SSQ) be based on profit or turnover?	The financial assessment of the SSQ will be based on 50% of company turnover, whether a consortium or individual bid.
<b>FIN.2</b>	Where organisations operate on venture capital, will there be any flexibility on the 50% turnover model.	Where organisations operate on venture capital, and to ensure a reasonable level of risk to both DfE and potential bidders, the 50% assessment will be based on turnover.
<b>FIN.3</b>	How do financial accounts work for consortia?	The financial requirements for all bidders including consortia will be explained in the SSQ when it is published. However, it is likely that the lead organisation in a consortium will be asked to provide details of 2 full years financial accounts and details of who the other consortium members are.
<b>FIN.4</b>	How will start-ups and small and medium enterprises (SMEs) provide two years' worth of audited accounts?	The financial requirements for all bidders including consortia and SME's will be explained in the SSQ when it is published.
<b>FIN.5</b>	For a group submission, would the lead applicant be accountable for the due diligence or do all consortium members have to supply due diligence and financials	For a group (consortium) submission the lead applicant would be accountable for the financial and other due diligence for all consortium members. For suppliers bidding as a consortium, DfE will require a clear understanding of the agreement between the parties (whether an MOU or any other form of agreement) and the value and the nature of the services that each consortium member will be delivering.
<b>FIN.6</b>	What size of bid are you looking for, and how will smaller providers be able to compete against bigger providers?	DfE want to ensure that round 2 is open to the whole of the market.  DfE will be operating in Lots as follows: <ul style="list-style-type: none"> <li>• Lot 1: TLIF Policy Theme bids of value up to £999,999</li> <li>• Lot 2: TLIF Policy Theme bids of value between £1m-£9,999,999 and of a scale encompassing a minimum of 30 priority schools or 4 priority areas</li> <li>• Lot 3: HPML bids</li> </ul>
<b>FIN.7</b>	How are you defining volume x its relationship to cost?	DfE will use a cost per participant figure.
<b>FIN.8</b>	Will bidders be held to the indicative costs submitted in round 1 SSQ?	The final figure can be refined at ITT stage, however note that any revised figure may not be more than 10% greater than the indicative figure.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>FIN.9</b>	How will Start-ups and SMEs provide two years' worth of audited accounts?	SMEs / Start-ups will need to provide a detailed business plan, banking statement and proposed profit and loss to check viability.
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<b>Delivery Timescales</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>DT.1</b>	If we get contracts in June 2018, commencing delivery by September 2018 will be very challenging.	The timescales are challenging, but TLIF funding is bound by the current spending review period which runs to 2020, and it is important to aim to deliver a significant impact by then. Initial rollout could be implemented in September with a ramp up of delivery – the bid could set out what this looks like. More information on what the bid should look like will be set out in the ITT documentation.
<b>DT.2</b>	Is it possible to have SSQ feedback earlier in the year - can we know if we have a successful bid earlier to give more lead time to prepare bids for the ITT?	The DfE will not be able to give early notice to successful bidders.
<b>DT.3</b>	Can we have sight of criteria before ITT stage?	The prospectus published in January will set out in detail what DfE is looking to procure through TLIF round 2. The formal specification will be published when the ITT is launched later in the year.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

Eligibility to Deliver		
Ref.	Question	Response
ED.1	Who is eligible to bid under TLIF round 2?	Bidding is open to any organisation who can demonstrate that they have capacity and capability to deliver against the specification criteria, as long as they meet the financial and legal requirements of SSQ stage.
ED.2	We currently deliver other provision for DfE. Does this stop us from applying for TLIF?	No, but your proposals must align with round 2 requirements and be clearly different from your current provision, as the DfE will not double fund providers to deliver the same provision.
ED.3	For Teaching Schools / MATs bidding, will 70% of schools delivered to have to be outside the academy trust? Is there a minimum figure on this?	Individual schools, TSCs and MATs are encouraged to apply if they meet eligibility criteria. For applications submitted by multi-academy trusts, even those which are a designated teaching school, at least 25% of supported schools in any one application must not be in the MAT and not due to join during the lifetime of the funded programme; or, for applications in support of more than 20 schools, there should be a minimum of 5 schools not in the MAT and not due to join. In both cases, the schools not in the MAT and not due to be must meet the eligibility criteria.
ED.4	Do bids have to have a partner school identified as part of the bid?	No, but the DfE will expect providers to demonstrate how they will generate demand for their programme in priority schools and areas.
ED.5	Can you let me know if schools in category 5&6 and OA areas can apply, even if their current Ofsted rating is 'good' or 'outstanding'?	At least 70% of each programme's delivery must be to priority areas (category 5 and 6 areas and Opportunity Areas). Within these areas, at least 70% of delivery must be to priority schools (those rated by Ofsted as category 3 or 4). Up to 30% can be aimed at teachers and leaders in any schools for whom the provider can demonstrate need. Outside of priority areas, 100% of delivery must be to priority schools.  For bids covering Specialist CPD for <b>Alternative Provision (AP) or Special Educational Needs and Disability (SEND) in special schools</b> , DfE are open to proposals delivering to any AP school(s) or setting(s) or any

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

		special schools. This may include schools which are not Priority Schools and areas which are not Priority Areas. For avoidance of doubt these may include schools which have a current “outstanding” Ofsted rating and schools which do not yet have any Ofsted rating. Where an AP bid proposes to include mainstream schools to work alongside AP settings, these do not have to meet the priority school criteria.
<b>ED.6</b>	Do partnerships need to be in one place?	No, DfE are assessing providers on their ability to deliver the requirements. Fuller details will be provided in the procurement documents published in January 2018.
<b>ED.7</b>	Can an organisation be part of <b>more than one</b> consortium, not leading on any, but a partner in two bids/ projects?	There is a maximum of one bid for any single organisation either as a standalone organisation or as part of a consortium.
<b>ED.8</b>	In some press Ruth Miskin Training is mentioned as being the preferred supplier, who else could be involved?	Ruth Miskin Training is one of the successful providers from round 1. There are no preferred suppliers in round 2. This will be determined via the formal procurement process starting in January.



Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Sustainability</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>SUS.1</b>	How are suppliers expected to become self-sustainable post funding?	A key aim for TLIF is to develop the CPD market to operate sustainably. Bids should propose how they would develop a future sustainable model, for example, including but not limited to, financial contributions from schools, participants, sponsorship, donations etc.
<b>SUS.2</b>	If a bid is successful can you charge money to schools or can you market your product to other areas?	Bidders will not be able to charge schools for their TLIF provision.  Bidders may choose to offer their services to a wider range of schools outside of the TLIF targeting criteria . However, in assessing bids, DfE will only be taking into account (and only provide funding for) the proposed impact on priority areas and priority schools.
<b>SUS.3</b>	Is there a requirement to show match funding to scale up? Is there a list of acceptable / unacceptable match funding?	There is no requirement to have match funding and no list of acceptable / unacceptable match funding. Bidders going through to the ITT stage of the procurement will be expected to explain how they would scale up.
<b>SUS.4</b>	Is it consistent to ask providers to develop a sustainable market while asking them to fund free places?	A core aim of TLIF is to build the demand for CPD among schools on a sustainable basis, which could be done in a variety of ways, such as stimulating demand by showcasing the impact of excellent practice, or identifying match funding opportunities for the provision in future. It is for bidders to consider how they can continue their work beyond the life of the contract.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Bid Criteria and Assessment</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>BC.1</b>	How long do you think it will take a school to complete the SSQ?	While we cannot predict how long it will take bidders to complete the documentation, we have implemented a two-stage process in order to reduce the burden on bidders.
<b>BC.2</b>	How do I register an interest to apply for TLIF Round 2?	Bidders can now register online on <a href="#">Bravo</a> , in advance of the SSQ going live in January 2018. You will be able to 'tick' to receive updates on TLIF round 2 when the SSQ goes live in January. Once your nominated users are set up, they will receive email notifications every time there is an update.  Bidders who have registered their interest will be notified when the procurement documentation is accessible on Bravo.
<b>BC.3</b>	Is it possible to see a sample of the SSQ?	No, it will not be available until January 2018.
<b>BC.4</b>	Will regional bids be acceptable?	Yes, regional bids are acceptable.
<b>BC.5</b>	What will the bid assessment criteria be?	The DfE will set out the requirements in tender documentation and bids will be assessed against this.
<b>BC.6</b>	Are you expecting bidders to focus on one area or mix and match across different themes? If you have different assessment criteria for different themes it will be complex / difficult.	A bid can cover up to four policy themes in total. Where a bidder wishes to bid across multiple policy themes in either Lot 1 or Lot 2, the bid will be evaluated on the complete submission and will need to demonstrate how the proposal will work as a coherent programme.
<b>BC.7</b>	Can you give an indication of the balance of score between the technical quality and financial aspects of the scoring criteria?	The DfE will consider both quality and cost, with a likely ratio of 80/20 for quality/cost.
<b>BC.8</b>	Can you be the lead on one bid and delivery partner on another?	Suppliers can bid as part of a consortium or individually, NOT both.
<b>BC.9</b>	Can pilots be funded or only existing programmes?	Pilots will be considered, but TLIF will not fund proposals that duplicate existing provision.
<b>BC.10</b>	Is there any support for bidders who get through to Stage 2?	As this is a commercial process, DfE cannot offer individual support for bidders. However, a prospectus will be published in January 2018 which will support bidders with the development of both their SSQ and ITT responses. There will also be instructions to bidders which will help them

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

		put put together their responses. Bidders will be able to seek clarification on anything that is unclear.
<b>BC.11</b>	How will geographical area impact the award (Is national, regional or local cover expected)?	Bids can be at local, regional or national level.
<b>BC.12</b>	What standard of evidence is required from bidders? Our own locally collected evidence or government data?	Any relevant data can be used, including locally sourced case studies, academic studies or EEF evidence. The DfE will specify the boundaries of evidence to support proposal in tender documentation.
<b>BC.13</b>	Can this be a research and development programme as opposed to a delivery programme?	<p>While DfE want to collect evidence about what is effective and what works, the focus of this fund is on:</p> <ul style="list-style-type: none"> <li>- Stimulating better provision of high quality teachers' CPD and leadership development in priority areas and schools,</li> <li>- Stimulating demand for provision of high quality teachers' CPD and leadership development in priority areas and schools, and</li> <li>- Supporting the development of a sustainable market in CPD and leadership development that will be capable of becoming self-funding in the future.</li> </ul> <p>Bidders should review the requirements of the procurement, which will be set out in the Prospectus and SSQ in January.</p>
<b>BC.14</b>	Can you give a definition of value for money you'll use to evaluate?	Bids for Round 2 will be evaluated on the basis of the Most Economically Advantageous Tender (MEAT) based on both the prices submitted (cost per participant) and the quality of your proposal.
<b>BC.15</b>	If you cannot pass the first stage as an individual organisation due to not having two full years accounts or being very small and you do not progress, may you join a consortium with a different lead organisation to progress?	<p>If a bidder does not pass the first stage they will not be shortlisted to the next stage. However, this does not stop a bidder potentially being a sub-contractor of a lead successful bidder in the future.</p> <p>An organisation unable to provide the required financial accounts can either join with a consortium or provide alternative financial information (which will be outlined in the instructions in SSQ). Any consortium</p>

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

		bid submitted must meet the financial requirements set out in the SSQ.
<b>BC.16</b>	If an intervention is being trialled through EEF, can it be built on as a TLIF bid?	DfE will expect bids to provide evidence for the principles behind their programme and its expected impact. The DfE are content to receive bids based on EEF trials if they meet the broader aims of TLIF and the requirements of the procurement.
<b>BC.17</b>	Will you look to international evidence or do solutions have to be proven to work in the UK?	International evidence is permitted.
<b>BC.18</b>	If criteria for policy themes are different, will be tricky to bid / assess.	Providers have the choice to bid for one or more policy themes. Full instructions and the assessment criteria will be in the procurement materials to be issued in January.
<b>BC.19</b>	If a programme spreads across two topics is that a <b>positive</b> or should they be kept separately?	If the bid covers multiple policy areas it will need to demonstrate how it will work as a coherent programme. Bids will not be favoured or penalised if they cover one or more policy themes.
<b>BC.20</b>	Does this mean that bidders can submit 4 separate bids on different policy themes or only one bid covering up to four policy themes?	There is a maximum of <b>one bid</b> for any single organisation either as a standalone organisation or as part of a consortium. This one bid can cover up to 4 policy themes.
<b>BC.21</b>	Will criteria be subjective at the SSQ stage? How harsh will assessors be?	The SSQ stage will have mandatory pass/fail questions to assess the financial stability and delivery capacity of the organisation, and will ask some high level questions about the proposed programme which will be assessed against evaluation criteria with a minimum standard to progress to the second ITT stage. This will be set out in the procurement materials to be published in January.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Innovation</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>INN.1</b>	Can you give advice on conflict between evidence based contracts and innovative projects?	The DfE are clear that they want to build the evidence base on what works to improve the quality of teaching in disadvantaged schools and areas. The DfE therefore welcome bids that make the case for filling evidence gaps as well as those with a substantial evidence base. All bids will need to outline a clear and credible rationale for their proposed intervention. In the case of a more innovative proposal, bidders must still outline their rationale for why this will work with reference to available evidence as far as possible, and explain how the learning from the proposal will be shared to build the evidence base in future.

<b>Programme Evaluation</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>PE.1</b>	Should bids show how a randomised control trial be delivered in the programme?	In some cases, where a programme is suitable, evaluation will be carried out via a randomised control trial (RCT) by the Education Endowment Foundation (EEF). RCTs are considered to be the most rigorous way of establishing if evidence resulting from an experiment shows that the outcomes have been caused by the programme or intervention.  DfE will not be assessing bids on the basis of their suitability for being evaluated through an RCT.
<b>PE.2</b>	Please can you clarify the funding arrangement for the evaluation of projects? Should they be factored in to proposals or will DfE fund them separately?	The Department is working with Education Endowment Fund (EEF) and National Foundation for Educational Research (NFER) to evaluate the effectiveness of all projects funded through the TLIF against six long term outcomes looking at quality, progression, retention of teachers and leaders, and improving the evidence base and market for CPD. Bidders do not have to fund this evaluation activity.

## Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Policy Themes</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>PT.1</b>	Headteachers and behaviour: are these themes targeting a subset of the overall target, or a wider remit?	The aims and targeting approach for TLIF will be set out in full when the SSQ is published.
<b>PT.2</b>	How will bid assessment work across the policy themes: will there be a specific pot for each one, or a minimum number of contracts for each theme?	The themes are closely interlinked, so there will not be a specific pot or minimum number of contracts for each theme. Suppliers can submit bids that cover more than one theme as long as it is a coherent bid. Evaluation criteria will set out how DfE will assess across themes. DfE will be looking for the best bids across the procurement, not just the themes.
<b>PT.3</b>	Is it possible at SSQ to identify contractors' interest in each themes so DfE can discern themes more likely to go through?	The SSQ will ask bidders to set out what themes they want to deliver against so we understand which areas will potentially be covered at invitation to tender stage. There is currently no intention to prioritise policy themes; bids will be judged on their individual merits.
<b>PT.4</b>	Can DfE provide advice on which themes need provision more so we can decide which priority to bid against?	They are all a priority which is why it is a focus for TLIF.
<b>PT.5</b>	Can you confirm if one single organisation can bid across multiple themes?	A bid can cover up to four policy themes in total. Where a bidder wishes to bid across multiple policy themes in either Lot 1 or Lot 2, the bid will be evaluated on the complete submission and will need to demonstrate how the proposal will work as a coherent programme.

<b>National Professional Qualifications (NPQ)</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>NPQ.1</b>	Can you clarify whether this TLIF Round 2 funding is directly linked or totally separate from the TLIF funding available for NPQ scholarships?	They are separate. As announced by the then Secretary of State on the 17 <sup>th</sup> February 2017, £10 million of funding identified for TLIF will be targeted to support participation in the reformed NPQs in Opportunity Areas and Category 5 and 6 areas. This will ensure that these high quality leadership qualifications are undertaken in the areas of the country that need them most.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>High Potential Middle Leaders (HPML)</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>HPML.1</b>	Can you provide information on the existing HPML programme?	Evaluation reports on the current programmes are available on <a href="http://gov.uk">gov.uk</a> . More information on the existing HPML programmes can be found on the current provider's <a href="#">website</a> .
<b>HPML.2</b>	With respect to middle leadership, would applications concerning leadership in one curriculum subject be supported?	No. We are looking for CPD provision that can be accessed by all eligible middle leaders working in any curriculum area in an eligible priority school.
<b>HPML.3</b>	Can you say more about the HPML opportunity and how the requirement for a new programme relates to the fact that there is an existing HPML programme already in place? A separate lot was mentioned; when will this be available or is it already?	The HPML programme is currently delivered through two separate contracts, one for primary HPML and another for secondary HPML. DfE will invite bidders to set out their model for a new HPML programme which will offer provision for both phases through one contract. DfE anticipate that when the TLIF procurement is launched in early 2018, bidders will have the opportunity to bid for HPML as a separate lot with its own criteria.
<b>HPML.4</b>	How would HPML and proposals for CPD provision for headteachers differ from the existing National Professional Qualifications (NPQs)?	DfE expect bids for HPML and headteacher CPD provision to complement NPQs and provide a comprehensive CPD offer which broadens the choices available and will meet the needs of middle leaders and headteachers across all settings. DfE would be interested in HPML proposals that provide the opportunity for candidates to achieve National Professional Qualification for Middle Leadership (NPQML) and/or National Professional Qualification for Senior Leadership (NPQSL) during or after the HPML programme.
<b>HPML.5</b>	How does HPML fit in with the rest of the TLIF provision being procured through round 2?	HPML is being procured as a contract through TLIF round 2. DfE anticipate that bidders will have the opportunity to bid for HPML as a separate lot with its own criteria.
<b>HPML.6</b>	As the requirement is for a national programme, will it be bound by the requirement to begin delivery to participants in Sept 18? Recruiting a national cohort between June (advised contract award date) and Sept (required delivery date) will not be possible.	Subject to agreement, the specification will allow for recruitment activity from contract award, with delivery to the first cohort from September 2019.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>HPML.7</b>	As the requirement is for a two-year programme, will that funding terminate in March 2020?	Funding beyond March 2020 has not yet been allocated or finalised.
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Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Early Years</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>EY.1</b>	Will Early Years bids looking at a combination of literacy and maths be considered (holistic intervention)?	Yes – DfE recognise early mathematics is another important area and are happy to consider bids that consider this as well, if early language and literacy are also addressed.
<b>EY.2</b>	What is your Early years definition? Teachers only? Which ages?	The TLIF is a fund intended to provide development opportunities primarily to qualified teachers and leaders in the school sector, and so bids for Early Years should focus on Reception year. Bids are also welcomed that cover 2-5 year olds in nursery classes, in addition to Reception classes, so long as they occur within maintained provision. These should maintain a focus on early language and communication. DfE also welcome bids that would improve the abilities of schools to work with their feeder providers who are non-maintained to achieve better outcomes in early language and literacy, especially for disadvantaged pupils.
<b>EY.3</b>	We would like to target schools where there is a large gender gap in Early Years rather than category 3 and 4 schools. Would this be considered or should we specially target the category 3 and 4 schools?	<p>DfE want TLIF to fund high-quality professional development for teachers and school leaders, targeted in the areas of the country and the schools that need it most.</p> <p>Both primary and secondary schools are in scope; as are special schools, alternative provision, early years (where part of maintained provision) and post-16 settings, such as schools with a sixth-form and sixth-form colleges.</p> <p>At least 70% of each programme’s delivery must be to priority areas (category 5 and 6 areas and Opportunity Areas). Within these areas, at least 70% of delivery must be to priority schools (those rated by Ofsted as category 3 or 4). Up to 30% can be aimed at teachers and leaders in any schools for whom the provider can demonstrate need.</p> <p>Outside of priority areas, 100% of delivery must be to priority schools.</p> <p>However for bids covering Specialist CPD for Alternative Provision (AP) or Special Educational Needs and Disability (SEND) in special schools, DfE are open to proposals delivering to any AP school(s) or setting(s) or any special schools. This may include schools which</p>

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

		are not Priority Schools and areas which are not Priority Areas. For avoidance of doubt these may include schools which have a current “outstanding” Ofsted rating and schools which do not yet have any Ofsted rating. Where an AP bid proposes to include mainstream schools to work alongside AP settings, these do not have to meet the priority school criteria.
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<b>Newly Qualified Teachers (NQT)</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>NQT.1</b>	Newly Qualified Teachers (NQT)/early career: is this across all phases, all specialisms or are there focus areas?	This is across all phases – teachers of any age group and in any state maintained setting – and across all specialisms in terms of subject or setting (e.g. special schools, alternative provision).
<b>NQT.2</b>	Could this also cover teachers in Initial Teacher Training too?	TLIF funding cannot be used for Initial Teacher Training.

<b>Specialist CPD</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>SPE.1</b>	Can we apply to deliver specialist CPD for areas outside Special Educational Needs and Disability (SEND), Alternative Provision and mental health?	No – bids must be in line with the specified policy areas. Detail on these will be set out in the prospectus to be published in January.
<b>SPE.2</b>	Mental health: is there funding for joint working with health trusts?	The DfE published a green paper on the 4 <sup>th</sup> of December on transforming children and young people’s mental health provision. This will provide further context for any bids on the mental health theme. You can read the full green paper <a href="#">here</a> .

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

Curriculum		
Ref.	Question	Response
<b>CUR.1</b>	It is clear that English / Maths were a priority for round 1. How much emphasis is being put on science and non-EBacc subjects for round 2?	The procurement materials to be published in January will include the areas where DfE is specifically looking for bids.
<b>CUR.2</b>	Could a maths hub be a delivery partner for an element of a programme?	Yes.
<b>CUR.3</b>	The curriculum materials appear based in secondary education rather than primary schools. Are all school stages included?	Yes. Early years provision is explicitly named, and both primary and secondary school provision is also in scope. Post-16 provision will also be considered if bidders can set out evidence of need.
<b>CUR.4</b>	The Curriculum slide refers to increasing progression to level 3 maths, but this is the focus of the DfE-funded Level 3 Maths Support Programme, and so presumably projects focusing on this would be rejected due to the double funding rule.	DfE encourage applications that are aimed at increasing participation in level 3 mathematics and want to support innovative new approaches that complement rather than replicate the approach and objectives of the Level 3 Maths Support Programme.
<b>CUR.5</b>	Can you describe the curriculum offer (to enable providers to see what provision is already being brought / how they can add value)?	DfE will provide an illustrative overview of the provision it is already funding across the policy themes in the procurement materials being published in January 2018.
<b>CUR.6</b>	The Department has some very clear views on effective pedagogy in the curriculum (e.g. systematic use of synthetic phonics or South-East Asian approaches on maths). How should we reflect other approaches in our bids?	Bidders will need to read the requirements outlined in the prospectus and specification and tailor their bids accordingly. Providers can access an overview of effective practice in delivering the curriculum <a href="#">here</a> .

Year 7 Catch Up		
Ref.	Question	Response
<b>Y7.1</b>	Y7 catch up: will bids that reference mastery be given preference?	No. We will consider the entirety of the bid before reaching a decision.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

<b>Leadership</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>LEAD.1</b>	Is the scope just for current headteachers, or those who are preparing for headship?	This theme is focussed on providing support to current headteachers.

<b>Miscellaneous</b>		
<b>Ref.</b>	<b>Question</b>	<b>Response</b>
<b>MIS.1</b>	What is the difference between Strategic School Improvement Fund (SSIF) and TLIF? Does the Department have any guidance on which fund to apply to for the funding?	There are similarities in the aims for the two funds, reflecting the then Secretary of State's priorities on social mobility, school improvement and professional development for teachers. Bidders need to make their own assessment on which fund they want to bid for based on the criteria. The simplest difference is that TLIF funds providers of CPD through contracts, while SSIF largely funds schools and school partnerships through grants. The Department will not double fund providers to deliver the same scheme under both funds.
<b>MIS.2</b>	What will the impact be on TLIF contracts in the event that there is a general election or new government? Would the contracts stop altogether or just be delayed?	During any election period, the Government retains its responsibility to govern, and essential business carries on. However, it is also customary for Ministers to observe discretion in initiating any new action of a continuing or long term character, and to postpone some decisions until after the election. DfE cannot pre-empt what the decision would be on TLIF contracts.
<b>MIS.3</b>	How do we get access to Bravo?	Bidders can now register online on <a href="#">Bravo</a> , in advance of the SSQ going live in January 2018. You will be able to 'tick' to receive updates on TLIF round 2 when the SSQ goes live. Once your nominated users are set up, they will receive email notifications every time there is an update.  Bidders who have registered their interest will be notified when the procurement documentation is accessible on Bravo.
<b>MIS.4</b>	Can we have more than one person registered per organisation on bravo solutions?	An organisation should register once only on the e-Tendering portal and appoint one lead person who will then provide colleagues within that organisation access rights as required depending on their roll in a tender.

Teaching and Leadership Innovation Fund (TLIF) Question and Answer Document

		<p>To ensure all parties receive communications at the same time, they can add these additional colleagues onto their registration form in the section shown below.</p> <p><b>Email Address IMPORTANT: This email address will be used for access to the site and for all communications. Please ensure you enter the address correctly. Please use ';' (semicolon) to separate multiple addresses.</b></p> <p>Following this method will ensure that all users receive the same communication at the same time and thus avoid any potential for delay.</p>
<b>MIS.5</b>	What is the formal definition of capital funding?	Capital funding is funding used by a company to acquire or upgrade physical assets such as property, industrial buildings or equipment. TLIF funding may not be used for capital funding purposes.