Department for Education

Provider of a set of online resources for Designated Safeguarding Leads – Draft Specification

Overview

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection. They play a critical role in the lives of children who have or have needed a social worker both by safeguarding them and supporting their wider welfare.

The Department has recently consulted on changes to the outline of the DSL role – as set out in Annex C of the proposed Keeping Children Safe in Education (KCSIE) statutory guidance. The proposed changes outline the DSL's role in promoting the educational outcomes of children who have or have needed a social worker and clarify the type of additional support such children may need. This includes improving the visibility of this group and supporting staff to improve their engagement with learning. These proposed changes are grounded in the findings of the Children in Need Review.

We are looking to procure a supplier to develop a set of online resources (an 'online toolkit') to support DSLs with promoting the educational outcomes of children who have or have needed a social worker and implementing the proposed changes.

The toolkit will be hosted on existing DfE content pages on .GOV.UK and will complement the information provided in Annex C of the Keeping Children Safe in Education (KCSIE) statutory guidance.

This proposal is subject to the outcome of the consultation which closed on 4 March. The Government response to the consultation will be published within the next few months and prior to the contract beginning.

Requirement

The supplier is required to develop a set of online resources (an 'online toolkit') to support DSLs in promoting the educational outcomes of children who have or have needed a social worker and implementing the proposed changes to Annex C of KCSIE.

The aims of the toolkit would be to:

- Explain the reasoning for and evidence behind the proposed changes and connect them to DSLs' existing duties and understanding;
- Provide content to aid in promoting the educational outcomes of children who have or have needed a social worker, including good practice resources.

The toolkit would need to meet with the diverse needs of DSLs who will have different levels of engagement with and preparedness for the proposed changes.

We would like the contractor to have some freedom to use their expertise in designing the project whilst working closely with the Department to agree the overall approach.

We expect the project might involve the following type of activity:

User research and stakeholder engagement phase. Gathering evidence and insight on issues as they relate to supporting children who have or have needed a social worker's education in schools and colleges, building on insights gained through the discovery project, consultation responses and the Children in Need Review. This could also include setting up**:**

- a working group of practitioners who would be involved in co-producing and testing prototypes of the resource;

- an expert reference group (charities, researchers, sector representatives) who would be involved in developing criteria for quality assuring toolkit materials (if feasible in the timescales).

Existing research and good practice. Draw on existing research and good practice examples, including those identified in the Children in Need Review, about what works for improving the outcomes of children who have or have needed a social worker. Engage with the sector to gather new examples of good practice to support DSLs with their proposed responsibilities. Develop a quality assurance process for screening out collected examples of good practice, working with the Department, and ensure collected examples reflect what we know works to improve outcomes of children who have experienced trauma and adversity.

Final toolkit. Draft materials that would become part of the evidence-based online toolkit. This would involve drafting materials based on user research and examples of good practice as well as turning existing research and publications into user-friendly and accessible resources. This would require close working with the Department's Digital Communications team to ensure that Departmental accessibility requirements are met. The toolkit would also signpost to useful resources and, where applicable, permissions would need to be gained for these.

Design of the toolkit (TBC). We anticipate that some support with the design of online resources will be required. However, this will also involve working in partnership with the Department's Digital Communications team, who manage and govern DfE content on .GOV.UK, to ensure that Departmental design and accessibility requirements are met.

The following types of activities would not be in the scope of the proposed procurement:

Paid-for advertising. We are not able to add paid-for promotional activity as part of the requirement.

Skills/Experience

Skills/Experience	Description of the skill/experience
Research skills	Understands and has experience of a range of user research

Skills/Experience	Description of the skill/experience
	methods. Able to choose appropriate methods for different life cycle phases and situations. Knows how to apply methods correctly.
Analysis and synthesis	Able to turn user research data into clear findings that inform decisions.
Schools and children's services	Understands the diversity of education settings and challenges of multi-agency working in children's services and education. Has credible networks with both local and national stakeholders in the areas of education and children's social care. Has experience of work to support the outcomes of vulnerable children. Has knowledge and understanding of school safeguarding and the role of the Designated Safeguarding Lead.
Inclusive research / co-production	Understands the diversity of users of government services. Knows how to include all kinds of users, including education leaders, pastoral staff, and teachers in appropriate research activities to help teams deliver the requirement.
User-centred and agile practices	Understands user-centred design practices and knows how to embed them into an agile workflow to deliver timely findings.
Strategic insight	Understands Departmental strategy and objectives. Able to align user research activities with those objectives.
Digital skills	Understands and has experience of working with a range of digital platforms and complying with a range of digital requirements, including accessibility requirements.
Service design	Understands how to create user-focused, accessible services and a consistent user experience. Understands how to design the end-to-end journey of a service.

Partnership proposals

- Where organisations have expertise only in children's social care or education, we would welcome partnership proposals with others.

Estimated cost

£75,000-£150,000

Department for Education

Approximate timescales for completion of the work

- Late June 2021 – October 2021

Date	Outline
Late June	Contract commences
July	User research and stakeholder engagement commences; sourcing of new examples of good practice begins; permissions sought for use of any third-party materials.
August	Existing resources, research and good practice examples analysed and developed into user-friendly and accessible resources, working with the Department's Digital Communications team; sourcing of new good practice examples continues; user research and stakeholder engagement continues.
September	User research and stakeholder engagement continues; quality-assuring of new good practice examples, working with Departmental policy teams; drafting of resources continues, working with the Department's Digital Communications team.
October	User research and stakeholder engagement concludes including final user testing of resources; toolkit finalised and prepared for publication, working with the Department's Digital Communications team; toolkit published.