| Ref | Question | Detail | Question Weighting |
|---|---|---|---|
| 12.03 | **Sustainability and Legacy**<br><br>Bidders should set out their proposals for creating a sustainable offer for the services to deliver the goals of TLIF.<br><br>Bids must make clear how the impact of the investment will be sustained once TLIF funding has stopped.<br><br>Bidders should set out any legacy – including assets – that they will pass to participants or the Authority either (i) during the contract or (ii) at the end of the contract.<br><br>Bidders should define the sustainability - and its metric(s) - they propose to achieve.<br><br>Bids should explain their views on sustainability and any models they will be developing as part of any awarded contract.<br><br>**800 words maximum** | *Your proposal should set how you will contribute to creating a sustainable offer and the legacy and its value you propose.*<br><br>Evaluation will be against:<br><br>- The robustness of the solution for sustainability. - Evidence that the bidder has considered and proposed mechanisms as to how any learning could be shared more widely across the school system, including, but not limited to, with the independent evaluation contractor.<br><br>- Evidence of a clear plan for the impact of the programmes to be sustained beyond the period of participants' engagement. - Detail of working with the Evaluators to ensure shared best practice and learning – including on Exit.<br><br>- Any legacy – including assets and any tools or methods - and having a meaningful plan for capturing good practice across your provision, including the development of effective feedback loops from participants and schools. | Medium (10%) |

**[Response: 800 words]**

The programme will create a legacy of improvements across the whole school by equipping leaders to create a thriving professional learning community. It will provide leaders with relevant skills, support them to implement sustainable practices, and build trust and enduring support across networked communities of schools. Lasting and meaningful change will be achieved through investing in the whole senior leadership team, and will therefore avoid the loss of knowledge associated with an individual leaving. The knowledge and skills gained by leaders will enable them to create a school environment that will last beyond the end of the programme and into the future.

Sustainability and legacy embedded into the programme

Each component of the programme is designed around creating lasting impact, legacy, and an evidence base that will inform future leadership development initiatives:

- Achievement Partners: Experienced school leaders that will devise a sustainability plan and take leaders through the changes to be embedded, tackling teaching habits and engrained culture to create the conditions for pupil achievement
- Learning modules: Leadership teams will gain specific skills in 14 content areas, with support to practically apply new learning to create lasting change across the school beyond the programme e.g. 'Budget and finance' will provide schools with a clear model for managing their financial operations and achieving cost-savings, which in turn will generate surplus to invest into future CPD and leadership development. The programme will also create lasting online EdX content and resources for senior leaders to share with future leaders in their schools
- Bespoke external support: Schools will build enduring external partnerships and develop a practical approach to forming future partnerships ▮▮▮▮▮▮▮. Schools Partnerships Managers will serve as a continued point of contact for leadership teams and will provide needs analysis and support.
- School-to-school support: Partnerships with other schools, and connections to local, national and international best practice, will provide an ongoing resource for schools to draw upon for the next part of their progression journey
- School culture: Senior leaders will develop the whole school to build a thriving professional learning community which they can sustain after completing the programme
- Support to attract and recruit great leaders: Schools will be introduced to high-quality leaders from our alumni community who are committed to the whole school approach, and who will support leadership teams and Achievement Partners to embed the programme, creating lasting change from within.

Sharing learning and best practice

As a national, reputable and well-recognised organisation within the education system, we will use our visibility to share learning with audiences across the education sector and to inform future CPD and leadership development provision, and DfE policy.

Our Research and Evaluation team will work with the independent evaluator and the DfE to agree outcome metrics, determine where new data collection is required, and where existing data collection tools can be used e.g. ▮▮▮▮▮▮▮. Monitoring activities will continue with the external evaluator beyond the end of the programme, with interim findings used to inform programme development. This is an approach we rigorously apply – ▮▮▮▮▮▮▮. In conjunction with the independent evaluator appointed by the DfE, we will ▮▮▮▮▮▮▮.

Achieving financial sustainability

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