

Approach to recruiting participants from priority schools and priority areas including process and method and hard-to-reach groups

We propose recruiting Ofsted 3/4 schools from all 12 of the OAs and surrounding priority areas where recruitment pools are small (see Target areas and schools/participants document). Prior to recruitment we propose liaising with The DfE, NCTL, NLEs, teaching schools and OA coordinators for each area to discuss target schools/alliances and MATs. We can reach [REDACTED] school leaders and [REDACTED] classroom teachers and an additional [REDACTED] teaching assistants. These estimates are explained in the Target areas and schools/participants document.

We already work with schools in 'hard-to reach areas' – we have trained 248 schools in priority areas we aim to recruit in. (See table for the number of schools we have trained in the last two years in OAs and surrounding priority areas in the Deliver activities and plans document.)

Recruitment will be led by our in-house Marketing and Communications Team, who will coordinate our 50 permanent Consultant Trainers in England – some of whom are part-time and can increase to full-time if need to scale project to reach more schools or additional areas. We work collaboratively with 50 representatives from Oxford University Press.

We will also coordinate with our existing schools in priority areas to recruit schools to the programme.

Marketing strategy

Key messages for marketing content:

- o Literacy PD for all staff to ensure quality teaching of literacy, leadership training for middle leaders and headteachers and a weekly coaching cycle taking teachers from good to outstanding
- o School systems to allow headteacher and middle leader to maximise time spent ensuring quality teaching
- o Data systems to ensure every teacher and child achieving to best of their ability
- o Leader responsible for teaching reading (separate role to literacy coordinator)
- o Taking schools to Ofsted 1 and 2
- o Improved PSC results and literacy outcomes for KS1.

We will create a press release in conjunction with the Department to send to any media that contact us regarding the aims of the bid.

We will promote and recruit through the channels below. The strategy fits into the DfE marketing and branding guidelines –free/low cost and using existing structures:

Activity Type	Description	Audience	Timings
---------------	-------------	----------	---------

Facebook	Free posts on RMT Facebook page (over 9,000 followers)	Teachers, TAs, Parents and carers.	Ready to implement as soon as contract is awarded.
Twitter	Free posts on RMT Twitter page (over 1,800 followers)	Experts, journalists and press organisations, education charities and businesses schools, school leaders, teachers	
RMT Website	1,623,575 page views and 271,976 users in period 1 Apr 2016 - 31 Mar 2017	School leaders, teachers, TAs	
E-Campaigns	Emails to targeted demographics, e.g. primary schools in Doncaster	School leaders, teachers, TAs	
RMT Newsletter	Monthly newsletter to over 5,200 subscribers - open rate 11 times higher than the industry average	School leaders, teachers, TAs	
Trainer/Rep Network + Print flyers	RMT trainers and OUP reps to spread word and leave printed flyers when they visit schools.	School leaders, teachers, TAs	
School network	Trained schools to spread word	School leaders, teachers, TAs	

We will follow up leads via:

- o Phone calls to headteachers from either the Director of Ruth Miskin Training, consultant trainers or our Head of Operations to discuss service offered and full commitment from schools
- o Sending case studies and data from existing schools where quality of teaching has led to improved literacy outcomes for children
- o A cluster meeting in each of the fifteen areas to 'find out more' – existing Read Write Inc. Phonics school in the area to host, invite and present o A phone call from our team of training coordinators to confirm next steps or answer any questions

Communications will clearly state the aims of the TLIF, the outcomes on leadership and quality of teaching from the project and the outcomes for children that will arise because of the curriculum focus on literacy.

All marketing, communication and design will be created in-house by our team – allowing for a speed and adaptability to DfE requirements.

Retention

We know from previous projects that retention comes from full leadership 'buy-in' to the objectives, outcomes and commitments to a project and to working as a team with teachers and the Consultant leading the CPD. We have also found finding dates for in-school CPD can be a challenge for some schools.

We will:

- o Have a rigorous and supportive recruitment process, ensuring schools meet the Ofsted criteria in priority areas and that headteachers have detailed documentation outlining roles and responsibilities – including a signed agreement to the surveys and data schools will provide to RMT and the DfE for evaluation purposes
- o Work closely with the school to secure training dates – we can offer training on Saturdays, half-terms and send consultant trainers from other areas if necessary o If dates are not possible we will for staff trained in regional ‘batches’ o Invite members of the governing body to attend the in-school training to ensure the whole school community understands the aims of the project
- o Ensure that school CPD takes into consideration the context and challenges of each school and find flexible solutions that work rather than prescribe systems
- o Encourage nearby schools to work collaboratively – share challenges and successes, visit one another’s schools and for the middle leaders to attend each other’s half-termly CPD days to share best practice and ensure consistency o Ensure relationships between school staff and the consultant trainer are positive, collaborative and consistent – we avoid changes in Consultant Trainer where possible o Ensure that there is a contingency budget – new headteachers, middle leaders or newly appointed staff will have access to regional two-day literacy training – changes in staff can lead to withdrawal from projects.

Rationale and evidence for the proposal

We know that schools recognise the need for high quality effective PD on literacy and leadership. (Ofsted and leadership and literacy results ME) In the last three years we have trained xxx new schools in England. Schools hear about us via school-to-school conversations regarding success of their CPD, OUP representatives, direct marketing and events.

The marketing strategy and considerations above were used successfully for:

- o DfE roadshow 2016 audiences – 316 participants from 211 schools at 10 events o EEF recruitment – in conjunction with Queen’s University, Belfast we recruited 133 schools to the trial over a period of five months.

Unique value and strength

Ruth Miskin Training has a unique programme that marries high quality CPD in a curriculum subject context that is vital for every teacher and schools’ systems for leadership and effective teaching.

We have:

- o Data systems in place to help us analyse Ofsted status of non-trained schools o Positive working relationships with 1000s of schools across the country who will spread the word to neighbouring schools
- o Work collaboratively with our 50 consultant trainers and the 50 Oxford University Press representatives to reach more schools
- o An internal Markcomms team who respond quickly to the need to upscale or refine the marketing strategy.