

# Expression of interest

# Title: Evaluation of the 2020 Teacher Pay Reforms

**Project reference: DFERPPU 20-21/024**

**Deadline for expressions of interest: 5pm Friday 6th November 2020**

## Summary

Expressions of interest are sought for an evaluation of the 2020 Teacher Pay Reforms. The project will evaluate how the reforms have affected the opinions, perceptions and behaviours of key groups of interest. This may include, but not be limited to: how the reforms are understood and implemented by school leaders, how the reforms affect the perception of and aspiration to teaching as a career, and how key groups of interest react to the reforms and the extent to which they understand the teacher pay and progression system.

This expression of interest was posted on 23rd October 2020.

## Background

There has been a significant overhaul of schoolteachers’ pay and conditions over recent years, as part of wider government efforts to drive up teacher quality and standards. The government carried out significant reforms of the pay framework in February 2014, which were implemented in September 2014 for teachers and 2015 for headteachers, principally aiming to tie pay more clearly to performance. These changes were directed at local authority maintained schools and were voluntary for academies.

In September 2019, the Secretary of State announced reforms to teacher pay, which are reflected in the [recommendations made by the School Teachers Review Body](https://www.gov.uk/government/publications/school-teachers-review-body-30th-report-2020) (STRB).

The new reforms have three main facets:

1) **Increases in teacher starting salaries** to reflect the manifesto commitment to raise teacher starting salaries to £30,000.

2) **The reintroduction of advisory pay points for teacher pay progression**. It is important to note that there will be no removal of the 2014 freedoms, meaning that schools will retain autonomy over the pay progression of their staff and will have control over how they use the pay points to inform their pay decisions.

3) **A flattening out of the overall pay structure, to include larger uplifts in early career salaries.**The reforms represent an increase in starting salary for all new teachers and larger pay increases for Early Career Teachers (ECTs), with a flattening of pay structures later in career.

These reforms are driven by evidence, which suggests that targeting pay increases towards the early career can aid retention in the profession and reduce wastage (Sims, 2017; Hendricks, 2014) among early career teachers who are most at risk of leaving (DfE, 2019).

## Evaluation aims

The aim of this evaluation is to understand how the 2020 pay reforms have been implemented and to evaluate their impact on potential teachers, teacher trainees, ECTs, more experienced teachers (METs), and schools.

The objectives of this research are to:

* Explore whether increased starting salaries affect decisions to enter and remain in the profession
* Determine whether the reformed pay structure impacts on the career progression and aspiration of teachers
* Assess whether the pay reforms have any unintended impacts, particularly on the retention and progression of more experienced teachers (METs).
* Determine whether schools have adopted the proposed reforms, in particular the revised advisory pay points and whether this has posed any implementation challenges.
* Explore the views and reactions of potential trainees, trainees, ECTs, METs and school leaders to the reforms
* Examine how the pay reforms have affected those with protected characteristics.

It is anticipated that the evaluation will run from January 2020 to October 2023 however, as the surrounding context is changing rapidly and may influence decisions about pay, the evaluation will need to be flexible.

## Methodology

The successful bidder will be responsible for designing and conducting the evaluation. At the Invitation to Tender stage, bidders will be expected to suggest an appropriate methodology. We anticipate that a mixed-method approach will be appropriate, which may include the following elements:

* Quantitative surveying of the five groups of interest (potential teachers, trainees, ECTs, METs, and school leaders)
* Qualitative interviews with the five groups of interest
* Analysis of quantitative and qualitative fieldwork in order to understand how the pay reforms have affected groups of interest

The DfE will be conducting secondary data analysis in-house, and we do not anticipate that this will form a part of any contracted evaluation.

### Timing and reporting

We anticipate that fieldwork should take place in two waves – the first in Spring 2021 after the introduction of the first wave of reforms, and a further wave once the reforms have been embedded. Should the evaluation run as expected, the DfE will require interim findings to be presented after the first wave of fieldwork in order to address any gaps or concerns raised in the early stages of the reforms, as well as a final report after the second wave of research.

## Procurement timings

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| Deadline for EOIs | **5pm 6th November** |
| ITT issued | **W/C 9th November** |
| Deadline for tender acceptance/rejection forms | **By 5pm 20th November** |
| Deadline for questions | **By 5pm 25th November** |
| Deadline for tender submission | **By 5pm 4th December** |
| Interviews | **15th/ 16th December** |

## Assessment criteria

All Expressions of Interest for this piece of work will be assessed against the following criteria:

* Evidence of organisational capacity and project management skills to deliver the project in the specified timescales
* Evidence of relevant technical expertise
* Evidence of relevant knowledge of the teacher pay landscape, teacher supply, and issues regarding teacher recruitment, retention, and progression – especially among early career teachers
* Evidence of success in engaging with and achieving high response rates in groups of interest in research, particularly potential teachers and trainees.

Each of these criteria are equally weighted.

Each element will be assigned a score according to the following:

1. No evidence/very poor
2. Poor evidence
3. Some evidence
4. Good evidence
5. Excellent evidence

Expressions of interests submitted must be no more than 1,000 words overall. Anything longer than 1,000 words will be disregarded.

| **Closing date for EOIs: 5pm Friday 6th November 2020**  **Send your EOI form to:** [**natasha.rose-williams@education.gov.uk**](mailto:natasha.rose-williams@education.gov.uk) **and if you could also please copy in** [**jobshare.mackenzie-peachey@education.gov.uk**](mailto:jobshare.mackenzie-peachey@education.gov.uk) |
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## How to submit an expression of interest

You must submit an expression of interest (EOI) in order to be considered to be invited to tender. To do so, please complete the NEW EOI Form which can be found under attachments. A submission of an EOI does not guarantee an invitation to tender and the Department does not routinely advise organisations that they have not been successful in being invited to tender. Feedback is however available on request.

All contracts are let on the basis of the Department’s Terms & Conditions, a copy is available attached to the ContractsFinder listing. You are encouraged to check these before submitting your expression of interest, as these form part of your contractual obligations.

If you have any questions please contact Natasha Rose-Williams (natasha.rose-williams@education.gov.uk) and Gail Peachey (jobshare.mackenzie-peachey@education.gov.uk).

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