

High Potential Initial Teacher Training - Early Engagement Market Questionnaire



To shape the Department's early consideration of delivery and commercial solutions, we want to further understand organisations operating in sectors with capability, transferable expertise, or novel solutions to support meeting our objectives to attract high potential graduates and career changers into teaching and train them to be highly skilled school teachers and emerging leaders.

For added context on how DfE requirements are currently served, we would recommend reading the '**Key Information about the current HPITT Programme**' document before submitting your responses. As a reminder, we are receptive to understanding alternative and innovative solutions within the market which could meet the requirements.

We will analyse responses to this questionnaire to enhance our market insight. Any personal data supplied shall be used for the purpose of further early market engagement with interested organisations and stored securely.

Responses to this questionnaire should be submitted by **17th May 2023**. We plan to undertake further and more detailed engagement with the market as our work progresses.

Organisation Information

1. Name of organisation *

2. Contact name *

3. Contact email *

4. Contact phone number

5. Is your organisation classified as a Small or Medium Enterprise? *

☐ Yes

☐ No

6. Is your organisation classified as a Voluntary or Charity Sector Enterprise? *

☐ Yes

☐ No

7. What is the main location of your organisation? *

- ☐ UK
- ☐ Europe
- ☐ Rest of World

8. In which regions of England does your organisation have an existing operational presence? *

- ☐ All regions
- ☐ East of England
- ☐ East Midlands
- ☐ Greater London
- ☐ North East
- ☐ North West
- ☐ South East
- ☐ South West
- ☐ West Midlands
- ☐ Yorkshire and Humber
- ☐ Not currently operating in England

9. Does your organisation consider itself already established in the sector(s) relevant to the attraction and training of teacher trainees? *

- ☐ Yes, with direct experience
- ☐ Yes, with transferable experience form an alternative career pathway
- ☐ No, but interested in entering the market
- ☐ No, but with experience or insights on alternative, or innovative, solutions which may help DfE to achieve its required outcomes

10. What are your views on effective approaches to attracting, and training, high potential individuals into career pathways such as teaching? Feel free to draw on examples or experience your organisation might have. *

Please keep your response within 300 words

11. Which statement best describes your organisation's current plans over the next five years? *

- ☐ Maintain broadly consistent scale, capability and geographic reach
- ☐ Grow capabilities within existing geographic regions
- ☐ Expand current capability into new regions
- ☐ Scale back geographically with current capability scope
- ☐ Focus on narrower capabilities within existing geographic regions
- ☐ Other

Capacity and Capability - Attraction and Marketing

We are interested in your capability against the current delivery model which is deployed to meet DfE requirements. This section is specifically around attraction and marketing activities aimed towards high potential individuals.

Note: DfE does not currently have a preferred delivery model to meet its requirements. Our market feedback is important to shape and inform the suitability of potential options.

12. Does your organisation have experience of attracting or marketing individuals towards a career pathway (e.g. teaching)? *

This can include marketing and career awareness, targeted attraction, recruitment and selection activities. It might be delivered in house by your organisation or indirectly via sub-contractors or other specialist suppliers.

☐ Yes

☐ No

13. Attraction and Marketing *

Please select whether your capability is in house or with specialist suppliers.

	Direct capability	Via specialist suppliers	Blend of direct capability and specialist suppliers
Marketing and career awareness raising	☐	☐	☐
Targeted attraction	☐	☐	☐
Recruitment	☐	☐	☐
Potential trainee / graduate selection	☐	☐	☐

14. Please provide an overview of effective approaches your organisation is aware of to attract high potential graduates or career changers into an established career pathway such as teaching? *

Please answer within 300 words

15. In your organisation's view, what factors impact the ability to successfully attract high potential graduates and career changers to career pathways such as teaching? *

Please answer within 300 words

16. What candidate attributes would your organisation consider necessary in graduates or career changers with high impact potential? *

Please answer within 300 words

17. If you indicated that you work with specialist suppliers in your delivery, what are the main reasons for this?

Please respond in fewer than 200 words

18. If applicable, what practices and techniques does (or might) your organisation deploy to identify and select individuals with a high impact potential? *

Please answer within 300 words

Capability and Capacity - Programme Delivery

We are interested in your capability against the current delivery model which is deployed to meet DfE requirements. This section is specifically around programme delivery.

Note: DfE does not currently have a preferred delivery model to meet its requirements. Our market feedback is important to shape and inform the suitability of potential options.

19. Does your organisation have experience of delivering a training or development programme for individuals such as graduates or career changers entering a new career pathway? *

This might include Initial Teacher Training (specifically for the teaching career pathway), or an alternative vocational route. It could also be a focussed area of delivery, such as leadership development, coaching or mentoring.

It might be delivered in house by your organisation or indirectly via sub-contractors or other specialist suppliers.

☐ Yes

☐ No

20. Programme Delivery *

Please select whether your capability is in house or with specialist suppliers.

	Direct capability	Via specialist suppliers	Blend of direct capability and specialist suppliers
Initial Teacher Training	☐	☐	☐
Delivery of other vocational training	☐	☐	☐
Leadership development	☐	☐	☐
Coaching and mentoring	☐	☐	☐

21. In your organisation's experience, what interventions or trainee solutions are effective at maximising completion of training programmes? *

Please answer within 300 words

22. The current delivery model is an employment route. Programme participants work in schools over the course duration. Does your organisation have capability working with networks of organisations to establish placement opportunities? (either in the educational or alternative sector) *

☐ Yes

☐ No

23. What is your view on how to establish and maintain effective employment placement networks for programme participants?

Please answer within 300 words

24. What would your organisation consider to be effective components of a trainee offering to nurture potential to make an impact within schools settings? *

Please answer within 300 words

25. What elements of a wide reaching training programme does your organisation consider as important in maximising long term retention of trainees? *

Please answer within 300 words

26. Please provide a brief overview of any examples of effective programmes or initiatives your organisation has been involved in to train future leaders to a career pathway. *

Please answer within 300 words

Capability and Capacity - Post Programme Activity

We are interested in your capability against the current delivery model which is deployed to meet DfE requirements. This section is specifically around post programme activity.

Note: DfE does not currently have a preferred delivery model to meet its requirements. Our market feedback is important to shape and inform the suitability of potential options.

27. Does your organisation have experience of delivering post training support for programme participants or programme benefits evaluation beyond programme completion? *

This might include ongoing coaching and mentoring or support for further professional development. You might also undertake, or be involved in, activities to assess the effectiveness of a training and development programme.

It might be delivered in house by your organisation or indirectly via sub-contractors or other specialist suppliers.

☐ Yes

☐ No

28. Post Qualification Support *

Please select whether your capability is in house or with specialist suppliers.

	Direct capability	Via specialist suppliers	Blend of direct capability and specialist suppliers
Ongoing trainee / teacher support	☐	☐	☐
Programme and benefits evaluation	☐	☐	☐

Commercial Interest

The existing delivery model is a single national provider delivering an end-to-end programme requirement to attract, select and train individuals to achieve Qualified Teacher Status. Trainees also develop leadership capability during the programme. The 'Key Information about the current HPITT Programme' document provides an overview of the current programme model. Taking this current approach into account please consider the following questions.

29. Has your organisation previously expressed an interest or engaged in previous DfE opportunities to procure a service provider to attract and train high potential individuals into teaching? *

- ☐ No
- ☐ Yes and submitted a tender
- ☐ Yes but ultimately decided not to tender

30. If your organisation chose not to progress your interest or submit a tender at the time, what were the main reasons for this?

Please answer in fewer than 300 words. If you answered 'No' or 'Yes and submitted a tender' you do not need to complete this question but can still provide feedback on your experience.

31. To what extent is the existing delivery model to attract and train high potential teacher trainees an appealing commercial opportunity? *

for quick reference, a separate 'Key Information about the current HPITT Programme' is attached to the Early Engagement Notice.

- ☐ Very unattractive
- ☐ Somewhat unattractive
- ☐ Somewhat attractive
- ☐ Very attractive

32. In fewer than 200 words please provide brief reasons to accompany your answer *

33. What would make a commercial opportunity to assist the Department in providing schools with a pipeline of high leadership potential individuals into the teaching profession more appealing? *

- ☐ Opportunity to deliver at a scale aligned to your capacity (e.g. regional)
- ☐ Opportunity to bring different and innovate approaches to DfE to meet the desired outcomes
- ☐ Opportunity to focus on a specialist capability, and to partner with other specialists as needed
- ☐ Opportunity to focus on specific elements of the requirement (e.g. specific subjects, educational phase, leadership development element)
- ☐ Opportunity to expand breadth of organisational capability
- ☐ Opportunity to expand scale of existing capability (e.g. deliver in additional regions)
- ☐ A long term contract
- ☐ A sufficient return on investment
- ☐ Other

34. DfE is looking for solutions to build a strong teaching and leadership pipeline for schools, with the greatest need, at scale. What does your organisation consider the main challenges in meeting that requirement? *

Please answer within 300 words

35. What does your organisation consider to be the main barriers to enter and operate in the market to attract, train and develop high potential teacher trainees with leadership capability? *

Please answer within 300 words

Next Steps

This is the beginning of our market engagement to shape our longer term delivery and commercial thinking.

36. We plan to maintain dialogue with the market over coming months. Please indicate which engagement approaches your organisation prefers.

- ☐ Webinars
- ☐ Face to Face events
- ☐ 1-2-1 discussions with the Department
- ☐ Round table industry events

37. As part of our early thinking of options, we may want to arrange a follow up discussion regarding your responses to this questionnaire using the contact details you provided. Please indicate if you would be open to this?

- ☐ Yes
- ☐ No

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