

Ref	Question	Detail	Question Weighting
11.01	<p><b>Service solution proposal</b></p> <p>Please set out a full description of your service / solution.</p> <p>Your description should include:</p> <ul style="list-style-type: none"> <li>- The description of the service(s)</li> <li>- The means and medium of delivery</li> <li>- Any methods, process or technology -including any unique IP you propose to (i) provide or (ii) create</li> <li>- How the services will relate to an individual participant who is the recipient of the services - what will the user experience be?</li> <li>- Contextual awareness: the programme design has to recognise the twin challenges of time and workload pressures on staff in schools, and the particular types of schools and areas that TLIF is seeking to prioritise.</li> <li>- Demonstrable understanding of need in the areas to be targeted.</li> </ul> <p>Please include a section about what you see as the unique value and strength you bring to deliver TLIF's objectives.</p> <p><b>1200 words maximum</b></p>	<p><i>Your proposal should set out the Services you will deliver including the medium and scope of the Services - the "What" - your proposal should relate to the aims of the fund.</i></p> <p>Evaluation will be against:</p> <ul style="list-style-type: none"> <li>- Match of the service proposal with achieving the objectives of TLIF as set out in the specification and requirements.</li> <li>- The evidence of a demonstrably successful solution for achieving the objectives of TLIF as set out in the specification and requirements, in the particular areas the bidder is seeking to target.</li> <li>- Evidence of the experience, skills, capacity and capability of the bidder as an organisation / consortium and their staff to deliver this solution / services.</li> </ul> <p>The evaluation will be based on solely on the elements of your proposal which cover priority areas and priority schools</p>	High (15%)

[Response: 1196 words]

Teach First will support [REDACTED] priority schools in priority areas across England with high-quality evidence-based interventions, packaged into a comprehensive, structured two-year Whole School Leadership programme.

The programme will build strong senior leadership teams, who will develop teachers and therefore improve the quality of teaching and pupil outcomes. The programme will be contextually relevant, and globally informed. It will:

- Build skills and knowledge across whole senior leadership teams □ Create enduring peer support networks

- Create a whole-school culture of learning and development
- Support schools to implement sustainable practices to develop high-quality teachers and leaders across the whole school
- Support schools to practically applying new learning to achieve the objectives in their School Improvement Plan.

Senior leadership teams will access:

Learning modules: Face-to-face and online [REDACTED] learning modules in 14 key content areas developed specifically around the objectives of the programme, accessed within schools, with support to progress from core to additional modules.

Core teaching and learning modules:

- How children learn
- Behavior management
- Using research
- Curriculum planning
- Assessment
- Data-driven instruction.

We are currently in discussion with [REDACTED] about contributing to one or more of these modules.

Additional teaching and learning modules:

- Learning beyond the classroom
- Professional development of teachers and leaders □ Supporting pupil transition.

Additional business management modules designed and delivered by a leading expert delivery partner:

- Budgeting and finance
- HR and performance management □ Leading and implementing change □ Governance, legal and compliance □ Strategic planning.

We are currently in advanced negotiations with [REDACTED] about designing and delivering the business management modules.

Learning modules will be delivered using a consistent process to facilitate understanding and practical application, so that senior leaders can implement lasting change across their school e.g. the 'Budgeting and Finance' module will provide schools with a clear model for running operations and identifying cost-savings to generate a surplus to invest elsewhere. This process is: □ Learn: Expert instruction through online video and independent study

- Assignment: Using [REDACTED]
- Practice: Face-to-face seminar for each module to discuss new learning
- Act: Practical application including bespoke specialist support
- Reflect: Individual reflection using [REDACTED]
- Assess: Assessment through practical exhibits of work and short online tests.

Team Coach: Each senior leadership team will be matched with a locally-based Achievement Partner, who will be an experienced and successful senior leader. They will guide and coach the

senior team and support them to plan, implement and review effective and sustainable practices to make improvements across the school. Including support to:

- Identify strengths, assets and areas for development
- Develop, review and monitor practices within their School Improvement Plan by facilitating termly sessions
- Broker relevant expert instruction, learning and development opportunities □ Develop a sustainability plan to ensure improvements are long-term.

Bespoke specialist support: Achievement Partners will support each senior leadership team member to access tailored specialist guidance to practically apply their new learning, including from:

- ‘Good’ and ‘Outstanding’ schools from our national network e.g. Around curriculum or data
- Global best practice specialists e.g. [REDACTED]
- Corporate supporters providing pro bono business management advice / mentoring / coaching / workplace visits
- Specialist teaching and learning organisations
- [REDACTED], our online platform of best practice and key teaching and pedagogy skills
- Access to other Teach First programmes e.g. [REDACTED]
- [REDACTED] currently being developed with [REDACTED], for business coaches and advisors to gain support around leadership and organisational management (e.g. finance, recruitment, wellbeing)
- [REDACTED] currently being created for schools to explore and access a range of services from Teach First and our partners.

School-to-school collaboration: Senior leadership teams will be supported to build trust and enduring support networks with other schools in their local community. They will access structured opportunities - built around the school schedule to overcome time/workload barriers - for networking, sharing learning, best practice, and exchanging ideas on how to practically apply learning. This includes face-to-face seminars on each of the 14 learning modules, twilight learning, action learning sets, visits hosted by ‘Outstanding’ schools and businesses, and an annual School Leadership Conference. They will be supported to implement peer-review and constructive challenge, identify and share knowledge, experience, expertise and resources, tackle shared priorities and initiate joint projects.

Creating a thriving professional learning community: Achievement Partners will facilitate a culture of whole school learning and development to help schools sustain the programme’s benefits. For example, they will provide advice, tools, practical support and positive reinforcement to support and empower senior leaders to:

- Build upon learning and support innovative ways to achieve leadership improvements
- Support individual reflective practice
- Incentivise and remove barriers to professional development □ Conduct action research.

Supporting schools to recruit great leaders: When schools have a vacancy, we will match them with suitable candidates from our vast alumni network. This will potentially reduce recruitment costs, sourcing high-quality leaders committed to the principles of the whole team approach and supporting the career progression of our alumni. They will support the leadership team and Achievement Partner to embed the programme, influencing the leadership team and creating longterm change from within.

The programme will be accessed around the school's schedule, using our unique blended learning solutions, for senior leaders to overcome time/workload/cost barriers. Learning will be tailored and relevant, and practically applied to the School's Improvement Plan to create lasting change.

We will continually review and monitor satisfaction and performance so content and delivery is continually adapted and remains relevant to the schools' needs. This will include gathering feedback through ongoing discussions, bi-annual participant surveys, annual focus groups and our Exemplification Library - with annual reviews of all data using our online performance tool.

Teach First will bring unique strength and added value to this programme with expertise gained during 15 years of providing Ofsted 'Outstanding' best practice leadership training programmes in disadvantaged communities.

We have gained exceptional insight and understanding of the issues and barriers faced by priority schools in priority areas. By supporting the whole senior leadership team, and encouraging delegation to middle leaders, improvement will be consistent, coherent and shared. No single individual will be responsible. Therefore, transformation will occur across the whole school and not in pockets, individuals are less likely to become overwhelmed, and loss of knowledge caused by an individual leaving will be minimised.

The programme will be aligned to our full range of complementary programmes, e.g. [REDACTED]. We will use our established networks to support the programme:

- Teach First trained staff at all levels within schools nationwide, including over 250 aspiring master middle and senior leaders
- Deep partnerships with over 100 individuals, 50 corporates, charities and social enterprises
- Teach For All, our global network of over 60 partner organisations, who share best practice and expertise
- Alumni network, expected to be 7,000-strong in 2017, including over 1,100 alumni in school leadership roles
- 1,380 primary/secondary schools within low-income communities including 60 priority schools in priority areas to be targeted for the programme
- National and local Headteacher Forums in every region in England and in Wales □ Diverse range of partners who provide expert pro bono support and income.

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