

Market Engagement for the Implementation of the Early Career Framework

Teacher Workforce Directorate

April 2019

Agenda

- Welcome and introduction (10 minutes)
- Outline requirement (30 minutes)
- Timelines and commercial process (20 minutes)
- Q&A (30 minutes)
- Networking (30 minutes)
- Finish

Objectives of today

To provide you with:

- An understanding of the Department's priorities on the delivery of the Early Career Framework
- An understanding of what we aim to achieve through the proposed procurement
- An opportunity for you to provide feedback
- Networking opportunities for potential partnering or consortia arrangements

Background

In January we launched the Recruitment and Retention strategy. At the heart of the strategy is a commitment to transform support for teachers at the start of their career, with the launch of the **Early Career Framework**. This will underpin an entitlement to a **fully funded two-year support package for new teachers**, providing them with the early career support enjoyed by other top professionals. By the time the new system is fully in place, we anticipate investing at least an additional **£130 million every year** to support ECF delivery in full.

What do these commitments include?

- Introducing an **Early Career Framework**, designed in close collaboration with the sector and endorsed by the Education Endowment Foundation, which will underpin a new **fully-funded entitlement to training and support** for early career teachers undergoing induction
- Providing more time for early career teachers to focus on their development by **extending the induction from one to two years**. This will include **funding for an additional 5% off their teaching timetable in their second year of induction**
- Strengthening the **mentoring** of early career teachers, through fully-funded mentor training and funding to account for the additional call on mentors' time in the second year of induction
- Strengthening the role of **appropriate bodies** to help ensure that all early career teachers are able to benefit from a high quality and supportive induction underpinned by the ECF

Schools will be required to provide training against all areas of the ECF from 2021

From September 2021, schools offering statutory induction, regardless of school type, will be expected to ensure all early career teachers receive their entitlement to a two year programme of training and development underpinned by the Early Career Framework

Once fully rolled out, the ECF will form the basis of all NQTs' induction programmes:

- (a) all NQTs will have an entitlement to training across the full range of the ECF
- (b) mentors will be expected to guide NQTs through the ECF, and
- (c) appropriate bodies will be expected to quality assure the school's implementation of the ECF

The statutory guidance will make clear that schools will be expected to deliver training against all areas of the ECF: schools will not be able to pick and choose which aspects of the ECF they want to engage with

Government will provide support to schools to deliver the ECF

When we consulted on these reforms, the sector was clear that we would need to provide additional support to schools to meet the new requirements

We will provide a range of funded support for schools to support implementation of the ECF:

- High quality, freely available curricula and materials
- Fully funded mentor training
- Fully funded training programmes

In order to ensure that all NQTs are experiencing a consistently high quality induction experience, we are assuming that **training programmes will be based on the high quality curricula and materials**

Schools will be able choose which support to engage with. DfE will not mandate that schools have to engage with the support offered. However schools will have to meet their statutory requirements to ensure that NQTs receive their entitlement to training underpinned by the ECF

To prepare for national roll-out in 2021, we will conduct early roll-out in 4 areas in 2020

We are taking a phased approach to delivering the ECF and we want to ensure we are maximising our opportunity to learn as much as possible about how to support national roll out through an **early roll-out** of our reforms in the **North East, Greater Manchester, Bradford and Doncaster** from **September 2020**.

Early roll-out has two key purposes:

- 1. Develop and test curricula and materials to ensure that they are in place for national roll out.** We committed to ensuring schools had access to high quality curricula and materials to support them to deliver an induction underpinned by the ECF. We want to ensure these are in place as soon as possible. We will use the time before national roll out to develop and test these materials to ensure they are meeting the needs of all schools.
- 2. Develop and test the full package of support in early roll-out areas.** We have committed to an early opportunity for key areas of the country to start benefitting from a full training programme for early career teachers and mentors underpinned by the ECF through early roll out. We want to use early roll out to test and iteratively continue to develop training provision in order to ensure it meets the needs of all schools ahead of national roll-out



Procurement: Outline Requirement

Given the purpose of early roll-out, we are looking to procure **packages of curricula, materials, and training** through this procurement

- We expect to award multiple contracts and will encourage partnership working
- Each contract will be expected to develop both high quality curricula and materials and a full training programme which includes mentor training
- Curricula and materials procured for early roll-out will also have a role in national roll-out

		Purpose	
Procured in early roll-out	2020 -	2021 -	
1 Curricula and materials	<ul style="list-style-type: none"> • To form the basis of training programmes in early roll-out areas 	<ul style="list-style-type: none"> • To be freely available to all schools to deliver their own induction programmes for national roll out; • May form the basis of training programmes for national roll out 	
2 Training programmes	<ul style="list-style-type: none"> • To be delivered to early career teachers in early roll-out areas 		
3 Mentor training	<ul style="list-style-type: none"> • To be delivered to mentors in early-roll out areas 		

Outline Requirement: Curricula and Materials

Purpose:

- To support schools to deliver their own induction programmes underpinned by the ECF
- To form the basis of training programmes for both national and early roll out

Our current assumptions are that:

- The DfE will fund the development of the curricula and materials and will make these freely available online to schools. DfE will own the intellectual property.
- We will procure a range of curricula and materials so schools can have a choice over which curricula and materials they use
- The curricula will provide a suggested sequence for delivering the ECF, and will be supported by materials and resources that underpin each area of the framework
- Curricula and materials may fill a total number of hours, as specified by the DfE
- There will be a requirement to include materials to support mentoring, self directed study and induction training
- The curricula and materials will be largely universal and designed in a way that supports all phases and subjects

Outline Requirement: Training Programmes

Purpose:

- To be delivered to early career teachers in early roll out areas from September 2020 as part of induction underpinned by the ECF

Our current assumptions are that:

- Access to training programmes will be fully funded by the DfE, providers will be paid directly on a per participant basis.
- Training programmes will include a mentor training element (*see following slide*)
- Training programmes will be based on curricula and materials. We will use early roll out to test the right level of flexibility in the training content in order to balance a high quality consistent induction experience with the need to specialise to suit individual needs and contexts.
- We will give flexibility in how the training is delivered, we want to encourage providers to think innovatively about their delivery model.
- We encourage lead contractors to work in partnership with local partners (*see partnership slide*) to develop and deliver the training programmes in schools in early roll out areas. We would encourage partners to play a meaningful role in design, delivery, governance and recruitment of participants to training programmes.

Outline Requirement: Mentor Training

Purpose:

- To be delivered to mentors in early roll out areas from September 2020 to deliver induction underpinned by the ECF

Our current assumptions are that:

- Our user research suggested mentor training should carefully balance training for mentors with the need to minimise additional workload.
- User research has suggested that ongoing mentor training would be welcome.
- We want to encourage providers to think innovatively about their delivery model in order to encourage flexibility in how a mentor training requirement is delivered.

Outline Requirement: Partnerships

- We recognise that developing the ECF into a high quality curriculum with underpinning materials for every aspect of the framework is a critical task that will take time and specific expertise and capacity. We recognise that not all providers may want to be involved in this task but may still want to be involved in delivery of training programmes based on the underpinning curriculum and materials
- For early roll-out to be a success, the provider needs to take into account local context and requirements. We would encourage lead contractors to work in partnership with local schools, who have a good understanding of their areas and established networks. We would encourage partners to play a meaningful role in design, delivery, governance and recruitment of participants to training programmes
- To successfully deliver the service providers will need to demonstrate in their tender submission how they will create local partnerships - bringing their knowledge of local context and existing networks and relationships to support recruitment and delivery.

Outline Requirement: Funding

We intend to provide support through this procurement by funding approximately **£12m across multiple contracts**. Expected scope of each contract:

- Development of freely available curricula and materials
- Access to training programmes for ECT's and mentors on a per participant basis

As **curricula and materials** are required to be freely available to all schools, **DfE will fund the development of these products** and expects to **own the intellectual property**

➤ *We will be seeking some indicative costings for curricula and materials development through our post-event survey*

In order to minimise burdens on schools, schools who take up a **full training programme** (including mentor training) will not have to pay providers. Instead, **DfE will fund providers directly based on a cost per participant**

➤ *We will be seeking some indicative costings on per participant costings for training through our post-event survey*

Schools will receive funding directly to support the 5% time off timetable for NQTs in their second year and for the additional call on mentor time in the second year. This will be from September 2021 in early roll-out areas, and September 2022 for national roll-out areas.

We assume that for national roll-out we will run an additional procurement exercise

The ECF is new and will take time to embed in schools – through a combination of trialling, early roll out and ongoing improvements to how the ECF is delivered as part of national roll out we can ensure schools start benefitting from the ECF as soon as possible whilst allowing room for the ECF and its delivery to evolve in response to feedback and new evidence

Our current intention is that **curricula and materials developed in this procurement will also be used by schools who want to deliver their own induction, once national roll-out begins in September 2021**. We want to maximise the lead in time for schools before national roll out in September 2021, therefore procuring these curricula and materials now will help give schools maximum time to engage with these materials if they want to deliver induction themselves

Given the capacity of schools we need to reach for national roll out, **our working assumption is that – as a minimum - we will be running an additional procurement for training programmes to support mentors and early career teachers for national roll out**. This procurement will likely to run in late 2020 with contracts awarded by January 2021. These training programmes are likely to need to be based on the curricula and materials we procure as part of this procurement

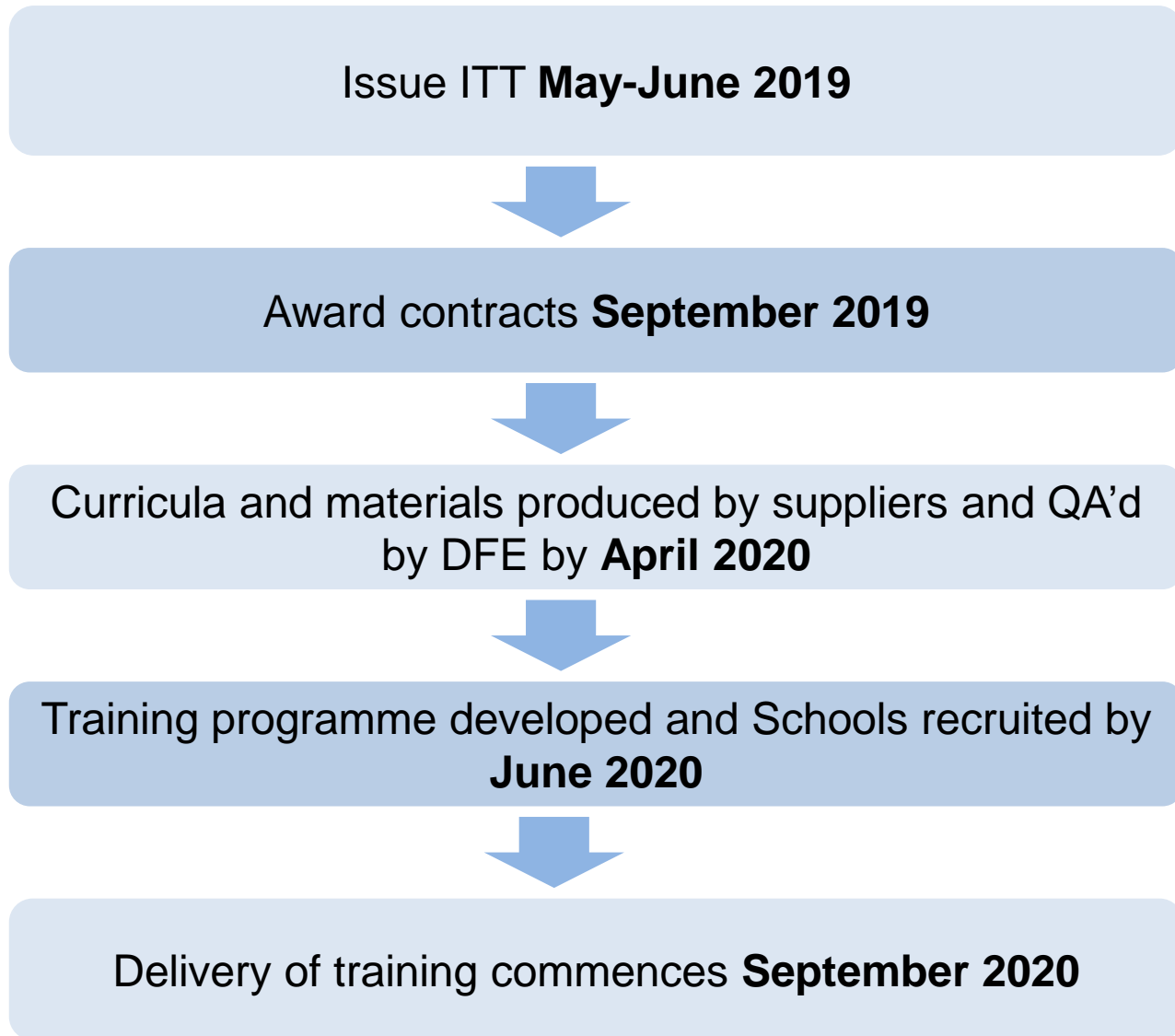
However, we reserve the right to re-procure further curricula and materials for national roll out

Evaluation

An independent evaluator of early roll-out will be in place by Spring 2020. The evaluator will gather information on the successes and implementation challenges during early roll-out of the ECF. Suppliers will be expected to work closely with the evaluator to facilitate access to participants and data. The evaluation will gather evidence on:

- The development of curricula and delivery planning, the challenges and how these are overcome, and approaches to user testing and continuous improvement
- The characteristics, motivations, experiences and satisfaction of the schools, mentors and ECTs that engage with the support offer
- The characteristics, motivations and experiences of schools not engaging with the support offer, the reasons for this and what they are doing instead
- Emerging learning about the outcomes and role of the ECF and associated curricula, materials and training for ECTs, mentors and schools
- Perceptions of the impact of the reforms on the experience of induction in schools

Indicative procurement timeline



Indicative procurement criteria

In the tender submission we will ask for evidence of the experience, skills, capacity and capability to deliver this solution / services.

To evaluate tender responses we expect to use the following criteria:

Quality	Cost
<ul style="list-style-type: none">• The proposed solution for curricula, materials and training programmes, including evidence base• How providers will work in partnership and involve service users / partners in design and delivery• How will providers target participants and create demand• Project management, governance, implementation plans and risk management	<ul style="list-style-type: none">• Bidders will be required to complete the Implementation Plan and Pricing Schedule, including the total number of participants they will reach• A price score will be calculated• Bidders will also be expected to provide a clear statement on how value for money will be achieved relating to all key aspects of the service delivery

Contracts

Contract Period – September/October 2019 to April 2023 with potential extension provisions

KPI's with service credits related to:

- Meet key milestones
- Recruitment targets including % in challenging schools
- Satisfaction rates

Pricing model

- Breakdown of costs against core delivery components – fixed and variable
- Payment profile to align with key deliverables and reflect actual monthly expenditure

Bravo

- DfE procurements are run through the E-Tendering portal, BRAVO Solutions
- Bidders are expected to upload their tenders electronically
- No hard copy documents will be issued and all communications with the Department (including final submission of Tender responses) must be conducted via the portal
- Suppliers can submit questions electronically through the portal
- Suppliers must register for events, full details will be available in the notice

Questions

1. Any questions on the proposed delivery model?
2. What are the key risks with the proposed delivery model?
3. What changes or improvements could we make to improve these?

Any further questions?

ECF.procurement@education.gov.uk

Next Steps

- We will publish feedback on questions raised at the event today and any other events
- A questionnaire will be added to the PIN
- 10th April – deadline for returned questionnaires.
- May 2019 – indicative date for tender