

[REDACTED]

Delivery

Our delivery team has extensive experience of delivering programmes at national scale, including two years of successfully delivering the HPML Primary programme. It continues to bring a unique combination of leadership experience in challenging schools and programme delivery from secondary matched with primary specific expertise, underpinned by a moral purpose to raise pupil achievement in the most challenging schools. Over the last two years we have demonstrated our capacity to deliver to large cohorts at Primary level, on a national scale, whilst maintaining delivery quality and ensuring a significant impact on our target schools and students.

[REDACTED]

In addition to TL staff, there are two key delivery roles: facilitators and coaches.

- To deliver on the first two years of the HPML Primary programme we have recruited a national facilitator network that we will continue to leverage for the extension cohort. In 2016-17 we are reviewing our facilitator pool to ensure we are only working with the highest quality facilitators; and we are investing in additional facilitator development for those we continue to work with, to take them "from good to great".
- Our coaching team is led by highly skilled and qualified Heads of Coaching who have extensive experience of school middle and senior leadership, and leading coaching teams. [REDACTED] heads up the national coaching team, supported by [REDACTED] (North) and [REDACTED] (Midlands). We have invested in online coaching for 2016-17 to reduce cost while increasing coaches' flexibility and responsiveness, and the extension cohort will benefit from our first year's experience with this new approach.

Central functions

We continue to leverage prior investment our existing back-office and regional support structures. We believe these have demonstrated over the last two years the capacity to provide the necessary systems, infrastructure and financial management to deliver HPML Primary programme at scale, mitigating the operational risk of delivering this extension. Our merger with The Future Leaders trust

will add additional central capacity, while increasing the sustainability and efficiency of our overheads cost base.

Participant retention

Participant retention falls into two parts: on-programme retention and alumni retention and progress.

On-programme retention

At the end of December 2015, the retention rates for our HPML Primary programmes were [REDACTED] for Fellows (cohort 1), and [REDACTED] for Associates (cohort 2).

As set out to the NCTL in our review of retention data in January 2016, we are already investing in evidence-based strategies to improve these retention rates. Our review of the 2014 Primary Cohort 1 data highlights that 70% of withdrawals happened in Term 1 or earlier, suggesting a need to improve messaging around expectations and to manage the on-boarding process more effectively. This is reinforced by analysis of the reasons given for departure, including (for our 2014 and 2015 cohorts), 'Personal' ([REDACTED]), 'Programme fit' ([REDACTED]) and 'Other' ([REDACTED]). Based on this analysis, we have taken the following long-term actions to improve these retention rates, which we expect to materially improve the outcomes for the extension cohort:

- Review of school relations activity: considering the current methods for promotion to schools, analysis of assessment centre scores to identify potential markers, transition from school relations to programme team and headteacher communications with their participating staff.
- Change to assessment centre: we have reviewed and amended our assessment centre design to include a reflective activity, designed to give participants an opportunity to have a more positive end to their assessment day. We received positive feedback on this new design from the Fellows attending our pilot assessment centre earlier this month.
- Review of on-boarding process: we now operate an improved process, with the aim of managing expectations and ensuring powerful messaging around required commitments.
- Review of term one experience: we have mapped the term one journey to consider the suitability and inspiration of content, deadlines, communication points and level of contact with Teaching Leaders staff, and have made a range of amendments to messaging, timings, programme and support to achieve the optimum balance between participant development and retention.

There is also a significant trend in the Associate year of entire school/group withdrawals:



We are adapting our messaging to schools accordingly, to emphasise the importance and extent of the commitment required of their middle leaders; and we are improving our approach to building stronger, long-term ongoing relationships with nominating schools. Both these strategies should

mitigate against heads deciding to withdraw their participants as a group, improving retention for the extension cohort.

Alumni retention

Our analysis of alumni retention and progress for the first completed cohort is extremely positive. Out of 65 graduating primary Alumni:

- 63, or 97%, are still in teaching (of the other two, one is teaching abroad and the other has joined ██████████, so both are still engaged in the sector)
- 17, or 26%, have been promoted to SLT in their school
- One has been promoted to Headship

We also have a track record of strong ongoing commitment to Teaching Leaders from our HPML Secondary alumni. 10% of secondary Fellow alumni are "deeply engaged": either as members of our council; as facilitators or speakers on our programmes; as advocates at external events or in the press; and as active recruiters.

We anticipate a similar level of deep engagement from a proportion of our HPML Primary alumni, building the profile and quality of the programme while reducing in some areas our delivery costs.

Recording and Monitoring

We have a track record of delivering accurate, transparent data over the first two years of the HPML Primary contract. We will use the same rigorous processes and systems to monitor impact and quality for the extension cohort.

Data collection

We will continue to collect data on a bespoke Participant Platform (PP) system, hosted on Salesforce. Since the previous bid, we have now invested in the capacity to use the Tableau data analytics platform: this will allow our regular quality review management of the extension cohort to benefit from more insightful programme dashboards and analysis including:

- Ongoing: Programme Coordinator (PC) and Coach monitoring, ad hoc data requests
- Monthly: Primary Programme Management team and NCTL meetings
- Bi-monthly: TL Board and Leadership Faculty meetings
- Quarterly: School Progress Reports, Programme Board

Atlas online platform

For 2016-17 we are transitioning secondary Fellows onto a new online platform, Atlas, and we expect the Primary extension cohort to make the same transition from August 2017. The principal objective of this transition is to offer a cutting-edge online learning tool as part of our programme delivery model, but it will also allow more user-friendly and timely data collection to complement and improve on our Salesforce system. There is no cost in this Proposal to cover this upgrade to our monitoring & reporting systems, as we will be leveraging an external investment.

Alumni

Through our implementation of the HPML Secondary Fellows contract over the last two years we have developed three main investments for monitoring progress on alumni

- We track our alumni outcomes and destinations through an annual survey, which for the HPML Secondary Fellows has historically seen a 90% response rate.
- We maintain a searchable Alumni directory, to which alumni have to opt in: if they do so, their contact details are made public to other Alumni, allowing new connections to be built and maintained within searchable opt-in database. This tool therefore serves not only as a monitoring tool but also drives ongoing impact after the programme. This similarly has around a 90% participation rate.

Besides monitoring outcomes for our alumni, we also invest in actively supporting their progress to senior leadership. With the expected tie-up with The Future Leaders Trust, this investment in ongoing career progress and participation in future programmes will be a core part of our strategy: we are developing a dedicated and expanded Participant Networks team to ensure this happens.

Quality and Impact Strategy

Quality monitoring & improvement

We will continue to implement our proven two-stage approach to monitoring the quality of participant experience:

- We will track programme quality by collecting regular, triangulated quantitative and qualitative data from participants and regional teams around attendance; participant feedback; quality assurance and annual school meetings.
- PCs will monitor individual participant experience, through informal conversations, attitude at training and coach feedback. [REDACTED], and additional or specialised support arranged or issues escalated to Heads as appropriate. PCs will also run monthly 'pulse' sessions and termly Participant Councils to get feedback from participants.

Participant feedback scores will be one of the main drivers to evaluate programme quality. PCs and Heads of Programme will review scores and feedback weekly to identify any areas of improvement, and feedback scores will be monitored regularly by our full SLT.

As in each year of the programme to date, we will conduct an annual programme review at the end of each of the two delivery years which participants will feed into.

Progress and impact monitoring

As on previous and current cohorts, each participant will have an individual PP profile which will record changes to role and programme status as well as their leadership progression and pupil impact:

- Leadership progression: the Leadership Competency Framework will baseline capacity at start of the programme and then be completed annually with 360 feedback to measure progress

- Pupil progress: in line with the move away from centrally devised progress measures, we have shifted our approach to focus on schools' own frameworks for determining pupil progress. Participants are supported by the programme to interrogate their own data and challenged by their coaches to reflect on their data analysis to shape interventions appropriately. On this basis, all Associates will submit baseline and end of programme overview data onto our Platform to reflect the measurable impact they make over the course of the programme.
- Pupil impact: each year we conduct an annual impact review to benchmark our Fellows' departments against those in comparable schools not on the programme. We have attached the most recent example of this impact review.

PCs and regional teams review data either termly or annually and report to the Programme, Schools and TL Board on progress.

Project Implementation Plan

Please see separate attachment for an updated Project Implementation Plan for the extension cohort.

Risk register

Please see separate attachment for an updated risk log, which captures our latest risk assessment for the programme.