

Risk Log - Attachment Submissions – D

Risks / Mitigations
 Bids should set out their position on both the feasibility and risks together with risk mitigation related to their proposal. Within that document, Bidders are required to set out their hierarchy of risks and their proposed mitigations.

For the avoidance of doubt, it is the understanding of the risks to your proposal and crucially your mitigation proposals that is being evaluated. Avoiding addressing risks will score lower marks in the evaluation.

The Authority and its evaluators are seeking to assess the depth of understanding of the Bidder - and their mitigation strategy. A very good response will be one that is clear about the significant challenges and therefore risks of TLIIF but proposes mitigations which are comprehensive and robust and which will be likely to address and surmount the risks. (Generic risks which may occur in any project or program will receive a lower score).

A maximum of 12 risks should be submitted - beyond this total of 12 no others will be evaluated.

Description of Risk	Type of risk	Impact	Severity	Links to other projects and/or business areas	Mitigation	Notes - not more than 50 words per Risk
Provide a brief description of the risk (a problem which you foresee occurring). Highest impact risks should be placed at the top of the list.	Please give a brief description of the risk - for example people, process, system, financial, legal etc.	What will happen if the risk becomes 'live' and turns into an issue - for example if a risk were an overflowing bath then the impact would be a flood to the house which may result in other events such as making the house uninhabitable resulting in significant cost and disruption	What is the significance of the risk both to your proposal and TLIIF - including Time / Cost / Quality? Bidders should state the severity in terms of High / Medium / Low	Are there any relevant dependencies?	Describe your planned mitigation approach - using the example from the Impact column, a mitigation of calling a plumber after the event would be poor. The Authority is seeking the actions and skills the Bidder will bring to TLIIF to address the risks - which may be: people, process, systems, resources, assets and IP etc.	This is for the Bidders to complete - this may be blank or may be a quantification or qualification of the risk.
1 Failure to hire core project staff before the beginning of the project	People	Without a Project Manager to organise and implement the programme, there could be significant delays to further recruitment for the project, including Development Coaches, as well as an overall inability to recruit schools once the project has begun. This could lead to significant implementation delays that could greatly affect delivery.	High	This risk will be dependent on the ability of the Human Resources Department to recruit suitable candidates	The IOP has already begun the recruitment process for a Programme Manager and, in the event that a hire has not yet been made, the IOP has capable staff that are prepared to take on the role of interim Programme Manager until a permanent recruit can be found. In terms of recruiting Development Coaches, we will use our extensive networks to market to people who will make good coaches; we have experience of carrying out such recruitment previously and have contacts and marketing collateral ready to go.	
1 Failure to recruit the required number of Lead Schools within the planned timescale	Operational	An insufficient number of Lead Schools recruited to the project will greatly hinder the recruitment of Partner Schools and will make it impossible to implement entire strands of the FPL programme. It will also limit programme sustainability, through the inability to complete train the trainer activities.	High	This risk will be dependent on Human Resources recruitment as outlined above as well as on IOP Marketing Teams.	IOP staff already on the ground throughout England will be in a position to immediately engage prospective Lead Schools in target areas to solicit involvement in the project. This will give significant lead time for the recruitment of these schools. Additionally, the IOP will identify a number of schools in each target area that could serve as a Lead School, significantly increasing the likelihood of finding a suitable option.	
2 Teacher CPD is of a poor quality and does not achieve the desired outcomes	Operational	In the event that the product delivered through this programme is of insufficient quality, participating teachers and schools may choose to leave the project.	High	None	The IOP has a lot of experience with training and developing coaches and we have staff who are able to support and work with them. We have feedback and monitoring mechanisms. We will collate feedback from schools and produce detailed reports for Development Coaches six times per year to inform their work. The IOP will also facilitate a continuous programme of development, support, reflection and sharing of best practice amongst Development Coaches and across Lots. This will be achieved through national and regional meetings and the facilitation of online discussions.	
3 No increase in pupil attainment and progression beyond 16 in participating schools after the first two years of the project.	Benefit realisation	If programme activities are not achieving the desired outcomes at the pupil level, then the programme will not have been a success.	High	This could be dependent on a number of outside factors out of the control of the project	School recruitment will ensure that those schools targeted for this project have the capacity and capability to deliver the intended outcomes. It will also be explicitly communicated with participating schools' senior leadership teams (SLTs) that an improvement in pupil outcomes is a required element of receiving IOP support, with schools failing to work towards this goal removed and replaced. The IOP will regularly monitor the impact of interventions on student outcomes.	
4 Key teaching staff, particularly Lead Teachers, but also NQTs, become more marketable and change schools before the end of the project, leading to major gaps in knowledge	People	The sustainability of the programme relies on a good proportion of the teachers who benefit from being developed in the programme remaining in the schools and the region. During the course of programme it is a possibility that teachers receiving training to become future School-Based Development Coaches could find new positions in other school or regions, thereby placing major strains on the institutional knowledge in a Hub.	Medium	School Senior Leadership Teams IOP Teacher Network IOP symposia	The key to mitigation is to make staying more compelling than moving. The IOP will work with schools to provide opportunities for these teachers to encourage them to stay in the schools and region. We can use our networks to attract other teachers into the region. To mitigate the effects of a Lead Teacher leaving their hub or their region, this project will seek to provide training for more than one Lead Teacher in each Hub. There will be no upper limit to the number of specialist physics teachers that could receive training to be a School-Based Development Coach.	
5 Failure to maintain high levels of engagement in participating schools	Operational	High levels of disengagement could cause a large number of schools to leave the programme and ultimately lead to the programme's failure.	Medium	School Senior Leadership Teams	The IOP will maintain positive and open relationships with participating schools and with teachers in those schools through direct contact with Development Coaches throughout the life of the programme. The IOP will also take steps to remove and replace participating schools that have become disengaged to ensure that all participants are committed to the programme.	
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7	There is a lack of interest from specialist teachers in participating in the programme as Mentors or as Lead Teachers	Operational	If specialist teachers are not willing to take part in the programme as Mentors or as Lead Teachers, then some aspects of the programme cannot be delivered and programme sustainability will be reduced in areas where specialist teachers are not participating.	Medium	None	Through this project, Lead Teachers will be engaged by Development Coaches to impart the importance of their role for the wider physics community in their area. Teachers taking on a mentoring role will receive a small stipend for their work and the IOP will work with SLTs to develop a form of recognition for those choosing to take on the role of Lead Teacher.
8	Poor management of project budget, leading to excessive over- or under-spend	Financial	If the project budget is not administered appropriately, project activities may not continue due to a lack of funds to pay for Development Coach expenses, leading to the shut down of the project.	Medium	IOP Finance Department control on spending	A detailed budget will be prepared and agreed during the development of the contract. Monthly reconciliation of spend against budget will be carried out and the necessary adjustments and contingencies will be made. Reports and invoices will be provided to the DfE as required.
9	Failure to recruit enough schools in certain Target Areas to constitute a functional Hub	Operational	In certain target areas it might not be possible to recruit enough target school to join a Hub, leaving these areas with a lower quality service.	Low	None	In order to ensure that target areas have the schools needed to develop fully functioning Hubs, the IOP has identified significantly more target schools than are necessary to constitute a Hub in nearly all of the areas targeted. Additional Non-Priority Schools in Priority Areas have also been identified as additional participants in the event that a sufficient number of Priority Schools cannot be recruited.
10	Insufficient placement opportunities are available for Newly Qualified Teachers in participating schools or their immediate areas.	System	In the event that certain Hubs or Lots do not have enough new placement opportunities, an entire strand of the programme cannot be completed and programme sustainability will be weakened, due to the absence of a additional specialist physics teachers to contribute to CPD activities after the programme's completion.	Low	School System	Although the IOP does not have control over the availability of teaching positions in Partner Schools, this programme could complete mentoring and Lead Teacher training activities for other specialist teachers in participating schools that are not necessarily new to a school. Additionally, schools outside of the Hub that have new placement opportunities could be approached to join the Hub, with mentoring provided for the Newly Qualified Teacher hired in this school.
11	Failure to recruit enough NQTs to schools in the region	People	The recruitment programme is dependant on the location and desires of trainees who are looking for their first job.	Low	IOP scholarships IOP support for science trainees Mentoring of trainees	Although this is, to an extent, outside IOP's control, there are existing NQTs in this region; the challenges are to increase the number applying and ensure that some of them take jobs in schools that are offering the sympathetic timetable. It is this timetable, along with the offer of mentoring, that is the main mitigation. The opportunity to have a timetable focused on their own subject area, and the knowledge of this opportunity through marketing, will help get a significant number of applicants.
12	Lack of commitment from SLTs to adjust to streamline the workload of NQTs.	Operational	If SLTs do not show interest in adjusting NQT workloads it could make it more difficult to recruit NQTs to priority areas, thereby reducing the effectiveness of one of the programme's strands.	Low	School Senior Leadership Teams	Prior to accepting schools to join the programme the IOP will work with SLTs to demonstrate the importance of a streamlined workload and, whenever possible, will include the incorporation of such a workload for NQTs as a stipulation in the partnership MoU. In schools where it will not be possible to find agreement on providing a streamlined workload, Mentors will still be available to help NQTs to prepare lesson plans and provide support.