

Creating demand and securing participants – including communication and market development

Approach to recruiting participants from priority schools and priority areas.

This project will target schools in category 3 or 4, in priority areas. Depending on eventual lot allocation, in the event of a successful bid, recruitment would be focussed on the South-East/ South West of England, or priority areas from the national context. In the event of either, all marketing and recruitment will be targeted in these areas.

Recruitment will start with direct contact to schools in these areas.

Advertising would be a combination of social media and blogging, and targeted emails to school leaders in the priority areas.

Initially, approximately 100 school leaders known personally to the course leader would be approached to build the first few training cohorts, build word of mouth, and create momentum. These would be offered at a discounted rate.

The approach for retaining participants.

The initial training period will be followed by two separate training booster days, 3 months apart, giving them a target to which to return and a reason for continuation. In the first session participants will be encouraged to create a personal action plan that they would be asked to commit to, as further encouragement. In between courses, participants would have a unique log on to the online platform accompanying this course. This platform would be used to share issues, ask and answer questions and receive personalised coaching from the tutor team. Additionally, it creates a sense of community for all participants, which will have the psychological effect of reinforcing participation conformity.

Completion of the course will lead to a terminal certification in the behaviour training. Certification will be subject to course attendance, and online self-evaluation of the course. This provides more incentive to complete.

Bidders should supply the rationale and evidence for their proposal.

Creating demand across participants

Recruitment will also be accelerated by using leadership participants within the program. Those participating on leadership training would be encouraged to send colleagues from their school on the parallel classroom teacher training course, with discounts offered for block sign-ups from same schools. Additionally, an in-school training course would be

offered. Leadership training attendees could book the classroom teacher course in their school for whole-school (or whole-teaching cohort) training delivery. This would reach participants in a much more cost-effective and efficient way.

The unique value and strength we bring to creating demand, identifying need and retaining participants.

The project designer and course leader. Tom Bennett has a large network of contacts through social media (37K+ followers), the majority of whom are in education. Bennett has previously started a hugely successful conference business (researchED) which has had over 10,000 unique participants in seven countries since 2013, including 8000 attendees in the UK. Due to the non geographically limited nature of social media access, Bennett's social media network is spread throughout the United Kingdom. As a frequent columnist in the national trade press (eg TES) and national dailies, and as a regular guest on national radio and television (eg The Today program, R4, BBC Breakfast, Talk Radio, Newsnight etc) he is one of the most recognisable teacher practitioners in the UK, with a large following.

His conference organisation, researchED was started entirely using social media, and has since been mentioned in Parliament and referred to extensively in academic and published literature. His online behaviour resources have been downloaded over 1.25 million times. He speaks at every one of these events, and is the outward face of the organisation. His book, 'The Behaviour Guru' has for the last five years been given free to every new member of the National Union of Teachers, some 15,000 copies. All of this helps to create brand recognition for this training program and a ready made market of teachers and school leaders aware of the quality and experience that this project entails.

Course participants would also be advertised through the researchED conference network.

As a behaviour coach, consultant and writer for ten years Bennett has trained and taught classes in behaviour management across the UK and abroad. In his private consultancy he has been asked to help turn around some of the most challenging schools throughout the UK, as well as coaching leadership teams, leading ITT, running CPD and rewriting behaviour policies. His work has taken him into every level of the school system, and in every demographic.

Testimonials about his recent work 'Creating a Culture' were effusive, and the recommendations have been widely praised as practical, sensible and potent. The National Association of Head Teachers sent out copies to 25,000 school leaders in their March 2017 Newsletter, and the advice was summarised on their website.

Retention and course completion will be assisted by the unique and ongoing online platform to accompany this course, see above.

Your proposal should set out your strategy, methods and plans to create participant demand and your approach to addressing barriers and to achieve retention

Evaluation will be against: -

The rationale for the profile of recruiting participants relating to the activities proposed. –

Evidence and data to support the volumes and profile of the recruitment of participants. –

Evidence of understanding of the barriers to, and enablers of, uptake of CPD and Leadership Development. –

Evidence of an innovative / robust communication and marketing strategy that maximises the impact of low or no cost marketing activity. –

A strategy for building awareness of the programme across a range of stakeholders which also demonstrates a good understanding of:

1) school networks and how to use them to attract both participants and schools;

2) the target audience for your proposals, including their motivations and drivers; and the key benefits of the programme and how they can be used to attract participants and schools. –

Evidence of how to achieve high rates of conversion from potential to registered participants. –

Contingency plans in the event of low interest in the programme. –

Evidence of understanding the key sector influencers (media, commentators etc.) and how to work with them. –

Evidence of having considered the implications of the DfE Marketing and Branding Guidelines.