

TSH Market Warming Q&A July 2020

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Eligibility, application and procurement queries

1. Will there be a preference to appoint already established MATs or will community school-led TSAs be given equal consideration?

All applicants will be scored equally based on the criteria set out in the application guidance which will be available once the application round opens.

2. Can you apply as a MAT rather than as a school?

Where the prospective TSH is an academy, and it meets the eligibility criteria, it may seek to have its MAT formally recognised alongside the designated school. This might be appropriate where capacity relevant to the role of the TSH is mainly managed at the MAT level, or where the governance of the MAT means that accountability to DfE should be held by the MAT, although designation would still sit with the lead school. In such circumstances, the National Schools Commissioner (NSC), or relevant Regional Schools Commissioner will advise on suitability based on the MAT's capacity to support schools outside its MAT without detriment to its own academies. In any case, the academy will of course require the agreement of its MAT to apply.

3. Can more than one school in the same MAT make separate applications? Can you apply to be a hub in any of the areas that your MAT operates in, or does it have to be the area that your eligible school/s are in?

Yes, more than one school in the same MAT can make separate applications. You can apply to lead a hub area even if you are not located in that area, although we expect in all be exceptional cases, the school applying will be in areas that are adjacent to the hub area applied for. If you wish to apply for a hub area further afield you will need to provide justification in your application.

4. How do you envisage effective local partnerships will work? Can you affiliate with a hub? Would there be any support in aligning schools to a hub in any way? Can we have access to the eligible schools list to make contact and make them aware of work we have been doing and potential links going forward?

You can work with a hub and it will be for the lead school to agree its formal governance arrangements, working in conjunction with any other schools. We expect applicants to demonstrate coverage in terms of phases and settings. The Teaching School Council will have a role in supporting the transition from TS to TSH and will be able to support discussions on local arrangements. Please contact your local Teaching School Council representative who will be able to discuss collaborative working and identifying eligible schools. For more information on TSC, refer to the [website](#). The SW representatives are Alison Fletcher and Andrew Earnshaw, which is yet to be updated on the website.

5. Does the application require schools to set out their plans if they were a TS in the application process?

More detail about the questions, scoring criteria and expectations is in the application guidance which will be published once the application round opens.

6. Do current Teaching Schools need to re-apply to become a TSH? Can you apply to be a Teaching School Hub if you are currently not a Teaching School?

Yes, all eligible schools will need to apply to become a TSH, irrespective of whether or not they are currently or were previously a Teaching School. TSH are a reform to the system and a new organisation, undertaking different suite of functions to TSs. We announced in February 2020 that we intend to maintain funding at current rates for TS until the end of the 2020/21 academic year, after which, we will only fund TSH. As much of their work is funded through other routes, former TS can continue many of their activities (such as provision of NPQs) when no longer designated, although they will no longer be able to be an Appropriate Body.

7. If there is already a Teaching School already serving the local schools will it affect any application from interested school?

No, it won't. All eligible schools can apply for this programme.

8. What weighting will be given to school's performance data in assessing its application?

This will be set out in the application guidance once it is published but it will be a key criterion.

9. Is it still the case that if there were multiple applications within the same area then the deciding factor would be the school's 2019 results (Progress score)?

All TSH applicants must meet the minimum quality threshold in their written application to be considered for TSH status. Where more than one eligible school meets or surpasses this minimum expectation for the same TSH area, the quality of the applications, as well as applicants' performance data, will be considered to produce a recommended winner in the TSH area. Application scoring criteria and quality threshold, along with the full assessment process, will be set out in the application pack.

10. Would organisations with experience of delivering the ECF programme such as being an expansion delivery hub be advantaged in their application?

We anticipate that all TSH will be involved in ECF in the future. ECF Early roll out is not nationally available, so most schools will not have had the opportunity to take part previously. Applicants will be expected to demonstrate track record of delivery of this type of activity, such as structured support and relevant CPD for early career teachers (ECT), but will not be disadvantaged if they have been unable to take part in the ECF early roll out.

11. If we are about to apply to become a SCITT, will it interfere with that application if we also simultaneously apply to be a teaching hub?

No, it will not.

12. Would a school's application need to be fully supported by the LA?

No, this is not a requirement of the procurement.

13. When is the earliest that we would be able to see the application proforma and the scoring matrix?

Our plan is that this will be made available on the 14th September when application round opens, available via [Jaggaer](#).

14. Will eligibility criteria include schools' provisional performance data for AY 2019/20?

No, we have committed to not using [19/20 data](#) in DfE programme eligibility. In exceptional circumstances provisional data supports a school's application we will consider this, but it is not a formal requirement.

15. Why was / Has the eligibility criteria been amended to include Good, rather than just Outstanding, schools?

Yes. We have responded to early market warming feedback, which highlighted that some excellent schools, rated Good by Ofsted, also meet the high TSH performance criteria. We are committed to achieving a strong national network of Teaching School hubs and expanding the eligibility pool to include these high performing schools increases our ability to do this.

16. Is there an eligibility checker available for schools online somewhere?

Yes, the eligibility checker is available online [here](#).

17. Would you accept applications from infant schools/maintained nursery schools?

Yes, we are accepting applications from infant schools – you only have to meet the criteria for your relevant key stage(s) of education to be eligible. For more information on eligibility please see the eligibility checker on Contracts Finder [here](#).

Maintained nursery schools can apply if they feel they have the capacity to undertake the role. They will need to complete a performance form to check they meet an equivalent high bar, which will be returned as part of the application on the Jaggaer procurement portal.

18. Is there an interview process? Will there be any need to present before a panel as in the test and learn application round?

There is no interview stage. The assessment process and scoring criteria will be available in the application guidance once the application round opens.

19. Is there any further guidance in relation to the KPIs for the Hub when operating in 2021?

Final KPIs will be part of individual delivery plans, agreed between successful TSH and the Department in Spring 2021.

20. Will KPIs be generic, or location specific? Will KPIs be based on pupil outcomes?

KPIs will be agreed individually with each hub as part of the development of delivery plans, though there will be national consistency.

21. How will we know when TSH are added to procurement system?

We will update the Prior Information Notice on [Contracts Finder](#) when the Teaching School Hubs procurement is added to the [Jaggaer procurement portal](#). You may track the Contracts Finder page by clicking 'Watch this notice' and either signing in or registering as a supplier, in order to receive a notification when changes are made.

22. We have attempted to log in to Jaggaer but can find no reference to Teaching School Hubs procurement?

At this time you can register on the [Jaggaer](#) system, however the Teaching School Hubs procurement is not yet available on the system,. Applications are due to open in September and we will communicate with the sector as soon as it becomes available.

23. I have registered on Jaggaer and I need to select a category to continue. Which category do I select?

Assistance regarding how to do this can be obtained through: help_UK@jaggaer.com

Geography

24. How many hub areas are there? How were the areas determined?

In terms of boundaries, one of our key considerations was to achieve national coverage. The best way to achieve that is to have designated areas. It was also important to ensure that there would be a range of eligible schools and that we did not end up with hub areas where there are no suitable schools. There are 87 areas (including the 6 test & learn). A draft map of provisional boundaries is available on [Contracts Finder](#).

25. Can more than one school in an area be a TSH?

Support arrangements with other schools may be set in applications, but one school would need to be named as the lead school. The lead school will be solely accountable for delivery of the functions across the TSH area. As with the test and learn, schools must demonstrate they have necessary connections and capacity to work with all schools in their area.

26. Can you be the hub for an area that you are not located in?

Yes, you can apply to lead a hub area even if you are not located in that area. We expect this to be in areas that are adjacent. If you wish to apply for a hub area further afield you will need to provide justification in your application.

27. What is the minimum / average / maximum size of a hub area?

Hubs areas vary in size, with most areas having between 200 and 300 schools. The smallest hub area has 134 and the largest has 360 schools.

28. Can we apply for more than one area if we have capacity and good reach? Do we need to put in separate applications for each area?

Yes, you can apply for up to three areas. Separate applications will be required for each area. We are asking applicants to list up to 3 areas they would be prepared to work in and will use these preferences in the event of no bids or low quality applicants in an area.

29. Is there an opportunity to be a non-geographical TSH - for example for special schools across a wider region?

No there isn't, however, no school will be limited to work with only their local school. We anticipate schools that are bidding to show they have relationships with schools of all phases and settings. It would be possible, therefore, for a school to offer its expertise to more than one TSH applicant or more than one TSH area.

30. Would there be only one teaching hub school per local authority? What will happen to local authority areas where no TSH is appointed?

Hub areas are based on local authority districts or multiples thereof, and there are 87 areas across the country, including the 6 test and learn areas (these 6 areas are not part of national rollout as they already have a TSH appointed). The draft map of provisional boundaries is available on [Contracts Finder](#). We anticipate appointing a hub to all 87 areas. We are asking applicants to list up to 3 areas they would be prepared to work in and will use these preferences in the event of no bids or low quality applicants in an area.

Funding

31. Will further grants be available for TSH to bid to run projects?

We expect TSH will apply to deliver ECF/NPQs/ITT and they will receive additional funding to deliver these programmes. A TSH is also able to bid for any other programmes which the department advertises, subject to meeting any requisite criteria.

32. Will the hubs generate income from ECF / NPQs / ITT / Appropriate Body services?

DfE will be procuring and funding lead ECF and NPQ providers, in line with the payment model that will be set out at tender stage. Lead providers will have a responsibility for agreeing and disseminating funding to delivery partners that they will work with.

Both ITT and AB functions may generate income as they are generally fee-funded. ITT funding models will vary depending on the ITT delivery arrangement that each hub adopts, e.g. whether as a SCITT or School Direct lead or partner school. There are restrictions in place for income from Appropriate Body (AB) functions to ensure that providers do not make a profit.

33. Will anything change in relation to financial returns and reporting to the ESFA from the Teaching School Hubs?

No. TSH funding will be subject to external assurance through the standard annual certificate of expenditure. This will be shared with successful TSH via their grant funding agreement.

Role

34. In terms of the development programmes themselves that are coordinated through the TSHs, what level of autonomy will each TSH have to develop their own bespoke programmes?

35. Is there an expectation that a TSH would have a close link with one of the lead providers for the ECF?

In relation to ECF and NPQs, unless the hub is a lead provider themselves, they would be expected to have an arrangement with a lead provider (likely a sub-contractual arrangement) and deliver the programme as designed. The additional CPD function of TSH will allow more flexibility in choice and design of programmes developed in agreement with DfE through the delivery agreement.

36. Are there likely to be overlaps with existing hubs - Maths, English, Computing, Research Schools? Is that an advantage or disadvantage in applying?

TSH should complement existing hubs, such as maths and English hubs, and either have or develop a working relationship with them. The TSH CPD offer should not duplicate or conflict with courses offered by curriculum hubs. However, they should maintain links and, where appropriate, TSH and curriculum hubs may signpost each other's provision.

37. Do you fear there may be a resurgence of LA influence/people move back to working with LAs if people don't respect the leaders of the TSH and the way they work?

TSH will be expected to be able to work with all schools across its area, and we encourage the sector to work collaboratively.

Test and learn hubs

38. Will the current test and learn hubs continue? Can you apply if there is a test and learn hub in your area? If you applied previously and were unsuccessful, can you apply again this time?

We will not be inviting applications in the test and learn areas, as we expect that TSH in those areas will continue to operate during national rollout. Eligible schools in those areas can submit an application for an adjacent area. If you wish to apply for a hub area further afield you will need to provide justification in your application. If you applied for the test and learn phase and were unsuccessful, you are welcome to re-apply and your previous application will have no bearing on your subsequent application.

39. How will best practice from the test and learn hubs be shared?

We will run induction events for all new TSH and a key part of this will be to learn from the experience of existing TSH in the test and learn areas. We have considered lessons from the application process at the test and learn stage and have, in particular, designed a system that is less resource-intensive for schools. If there is a specific TSH area you'd like to know about then please contact us at teachingschool.hubs@education.gov.uk.

40. Test and learn hubs had additional funding for Category 5 and 6 LA districts - will this not be the case for the full roll out?

No, we are not planning additional category 5 and 6 funding this time round. Following learning from the test and learn we have revised the funding model to three tiers between £170,000 and £220,000 depending on the number of schools in the hub area.

41. Will there be adjustments to the current areas the test and learn hubs serve?

There will be no changes to the test and learn areas except where boundaries need to be adjusted to allow for national coverage. The draft areas have been published.

Special schools / Alternative Provision / Early Years

42. How will TSH work for special schools? How many Teaching School Hubs will be led by special schools?

43. Does a special or Early Years Teaching School within a hub enhance the likely success of a hub application?

44. Will DfE guide TSH to work with previously established special or Early Years Teaching Schools?

All TSH will need to work with all schools in their area. We do not yet know how many hubs would be led by any particular type of school as this will be determined by the procurement process, but we expect all TSH to partner with all phases, including special schools, alternative provision and Early Years. It will be up to each area to work out suitable local arrangements. The Teaching School Council (TSC) regional representatives will have a role in supporting the transition from TS to TSH and can be contacted for informal advice.

45. When will the performance form be available / when is the deadline for completing this form? What will this form look like?

We will share the performance form for schools without data, as soon as it is available on [Contracts Finder](#). We expect this to be late August / early September. The performance form must be returned, along with the application form, via the e-tendering portal, [Jaggaer](#). For an idea of what the form may look like, you may wish to look at the one used for the test and learn application round [here](#), although please be aware it will not be exactly the same for national rollout.

46. Will eligible schools need to prove they have capacity to meet the EY and SEND agenda with proven and sustained links or potential further links with existing SEND and EYs TSAs? If TSH do not deliver SEND / Special content, will they retain their funding to continue? Can you circulate the KPIs?

As with test and learn we would expect a successful applicant to have and or could develop links with all phases and settings and that would be the expectation for those becoming a TSH. This was a key principle of those selected during the test and learn phase. There are currently no plans for a specific SEND/Special KPI but we will keep this under review as the functions and operation of TSH is developed. Final KPIs will be agreed as part of individual delivery plans between successful TSH and the Department in Spring 2021.

47. Will state maintained nurseries that have been working with Private and Voluntary sector (PVI) improving practice /delivering EYITT be considered?

Maintained nursery schools can apply if they feel they have the performance and capacity to undertake the role. They will need to complete a performance form to check they meet an equivalent high bar, which will be returned as part of the application on the Jaggaer procurement portal.

48. How will eligibility for performance be measured for special schools, alternative provision and LA-maintained nursery schools?

The applicant school must be rated Outstanding or Good at its latest Ofsted inspection. Those schools without performance data (e.g. special schools, LA-maintained nurseries, Alternative Provision settings) can apply if they can demonstrate that they are a high performing school, comparable to the high data bar set for mainstream settings. Those wishing to apply under these circumstances will be required to complete a performance form, which will be used to determine eligibility, prior to the application. The performance form will be made available on [Contracts Finder](#) before the application round opens and must be returned, along with the application form, via the e-tendering portal, [Jaggaer](#). DfE will undertake assurance process on such applications.

Teaching Schools

49. What impact assessment has been done on quality for 20/21 with Teaching Schools retaining staff when they will be ceasing at end of academic year?

The Teaching School Council will have a role in supporting the smooth transition from TS to the new system and new functions of TSH and will be able to support discussions on local arrangements. We announced in February 2020 that we intend to maintain funding at current rates for TS until the end of the 2020/21 academic year, after which, we will only fund TSH. As much of their work is funded through other routes, former TS can continue many of their activities (such as provision of NPQs) when no longer designated, although they will no longer be able to be an Appropriate Body. The TS grant was to support activity relating to TS functions, not to specifically employ staff and individual TS are responsible for their own staffing arrangements. While the Grant terms and conditions state the Department makes no commitment to renewing or continuing funding after the current period, we are keen to give adequate notice and this is why advanced notice has been given 18 months prior to the programme ending, committing to funding until the end of 20/21 academic year to allow Teaching Schools to plan a sustainable change to their status.

50. Will the prospectus highlight how former Teaching schools will engage with the TSHs?

The application guidance (prospectus) will focus on the establishment of TSH. The Teaching School Council will have a role in supporting withdrawal of Teaching schools and the establishment of new TSH, and will be able to support discussions on local arrangements. If existing TS do not wish to apply to become a TSH, arrangements may be made to work with the TSH.

51. Is the Teaching Schools Council (TSC) continuing or being 'replaced' from Sept 2021?

The Teaching Schools Council has a key role within the teaching schools programme. We expect the role of the TSC to continue in a renewed format alongside the implementation of teaching school hubs. We are currently reviewing what this will look like, with further details to follow in due course.

52. When the Teaching Schools programme ends what will be done with the savings from DfE only funding TSH?

The core grant for all TSH will be approximately £7m less than the core grant for all current Teaching Schools as these are new organisations, with different functions and different funding streams available to them. The TSH grant will not be the only DfE funding provided to TSH, who will separately receive delivery funding for the Early Career Framework and new National Professional Qualifications where they are delivering these programmes. These are being operated through separate procurements.

53. Can current Teaching Schools, who don't become a hub, apply for funding/projects from the hubs as we do now from the DfE?

Arrangements TSH put in place in working with other schools are for the individual schools to determine. We do not expect to transfer management of other DfE-run projects to TSH beyond the functions that we have set out.

Initial Teacher Training / Early Career Framework / National Professional Qualifications

54. Are current Teaching Schools able to continue to offer Initial Teacher Training (ITT) if they are unsuccessful in becoming a Teaching School Hub?

Yes, Teaching School status is separate to ITT accreditation or other ITT activity. De-designated Teaching Schools can continue to deliver ITT courses either as an ITT accredited provider or as a lead school. If you are involved in School Direct, you should speak to the accredited partner or lead school that you work with.

If you are de-designated as a Teaching School you may need to consider re-branding your ITT delivery.

55. How do I become a lead school to deliver ITT?

You will need to work with an accredited ITT partner provider to agree the School Direct courses that you will deliver. Only schools judged by Ofsted as 'good' or 'outstanding' are able to register as a lead school. The minimum partnership size is five partner schools (or three for special schools).

Schools who want to become a lead school will need to complete a registration form. This can be obtained from the Becoming a Teacher Team at:

becomingateacher@digital.education.gov.uk.

56. How will potential candidates apply for School Direct training routes once Teaching School are ceased?

Lead schools should discuss with their ITT partner provider how candidates should apply for ITT courses that they deliver.

Courses offered should be listed on "Find postgraduate teacher training courses" at <https://www.gov.uk/find-postgraduate-teacher-training-courses> as they are now.

57. Will the funding for ITT be any different to current? Where will the School Direct salaried funding go?

For the School Direct Salaried and Postgraduate Teaching Apprenticeship routes, salary grant funding will continue to be paid to an eligible lead school.

Any other queries related to DFE payments for salary or tuition fee based routes should be referred to the ITT Funding team at ITT.Funding@education.gov.uk.

58. Would Teaching School Hub have to apply to the ECF and NPQ provider rounds separately or are they accredited as a body within the Teaching School Hub framework?

Successful TSH are expected to seek to be involved in delivery of the Early Career Framework and National Professional Qualifications. This is likely to mean partnering with ECF or NPQ lead providers, who will be selected through separate DfE procurements. We expect successful TSH to be proactive in engaging lead providers and establishing delivery partnerships, and the department will also look to host networking events between lead providers and all prospective delivery partners in spring 2021.

In the early rollout of the ECF, for example, delivery partners work to the lead providers on a subcontract basis, though other commercial models may be adopted by different lead providers. If a TSH becomes a delivery partner for a lead provider (alongside other delivery partners), funding will be given to the TSH via the lead provider.

59. How many ECF providers will there be to choose from?

The department has not committed to a specific number of ECF providers. Quality will determine the number of ECF providers.

60. Can non-hub schools/MATs put in a bid to be an ECF lead provider?

Yes. We are open to bids from any organisation who feels they can meet the requirements of this procurement. For more details on the ECF procurement, please refer to their Prior Information Notice [here](#).

61. Should schools put on hold any plans for their own development of the ECF?

From September 2021 all schools offering statutory induction will have to ensure their Early Career Teachers have access to and complete an ECT induction. More information will be published ahead of national roll-out on what this involves.

There are several ways schools will be able to deliver an ECF induction to their early career teachers from September 2021, when statutory changes to induction arrangements come into effect. For example, schools will be able to engage with the full induction programme, the core induction programme or design and deliver their own school-based induction, so long as it is based on the Early Career Framework.

The DfE have committed to provide support to schools to facilitate this; this will be through high-quality materials (which schools can use even if they wish to follow their own ECF programme), as well as funded training programmes for Early Career Teachers and their mentors. Schools will have the choice about whether to engage with the DfE funded support or not. As long as the Early Career Teacher is receiving their entitlement to training and support underpinned by the ECF, then the school will be under no obligation to use one particular provider.

62. Do you have a timeline for the procurement of the new NPQs provision?

The Prior Information Notice for NPQs has been published on [Contracts Finder](#). Further information, including links to recordings of early market engagement events which cover the indicative timeline, will be made available.

63. Can non-hubs continue to deliver the new NPQs or will they have to be through hubs?

Yes, they can continue to deliver the new NPQs, it will not be limited exclusively to TSH.

64. When the new NPQs are rolled out, will they have an apprenticeship attached to them so schools can claim through their levy?

We are currently working with sector experts and the Institute for Apprenticeships and Technical Education to determine how the new suite of specialist NPQs could be delivered as part of an apprenticeship.

Appropriate Bodies (AB)

65. Please can you confirm the position of schools who aspire to be a TSH but are not yet Appropriate Bodies?

Schools who are not currently Appropriate Bodies (AB) will need to register to become an AB after designation as a TSH.

66. Will Teaching Schools who are currently Appropriate Bodies continue to be able to provide AB services if not designated as a TSH?

No. Eligibility to act as an AB is set out in the Teacher Induction Regulations (2012). To perform an AB role, an organisation needs to be designated or listed as an eligible organisation, which includes Teaching Schools. Once we remove the Teaching School designation in August 2021, those schools will no longer be able to provide AB services. Regulations will enable TSHs to be an AB.

67. A large number of Appropriate Bodies are currently Teaching Schools, will this not decrease the market size?

We are aware of the impact Teaching School de-designation will have on the market, to account for this change, all TSH will be required to be an AB. We are also working to retain Teaching School expertise and knowledge in this provision of appropriate body services, and where possible will encourage TSHs to work with those that have sector expertise to deliver AB provisions.

68. Will there be transitional arrangements in place for Teaching Schools to act as an AB to honour existing commitments?

We are working through several scenarios where transitional arrangements will be required and will inform Teaching Schools and Teaching School Hubs about these arrangements in due course.

69. Will all TSHs have to perform an AB role?

All TSHs will be required to be an AB.

70. If TSH are all ABs, how will they maintain their impartiality, if they are also training those teachers they are assessing or performing conflicting functions?

We will communicate further information in due course on conflict management.

71. How do I become an AB?

Teaching School Hubs (TSH) will be required to email the Teaching Regulation Agency (TRA) to request access to a digital AB service through which they return data. TRA will then initiate checks which include confirming the school has TSH status. Following successful completion of these checks, the TRA will send confirmation the TSH is now registered on the AB service.

72. Are any of the current Teaching School Hubs in the test and learn phase currently Appropriate Bodies for all the schools in their area?

TSH in the test and learn area are not yet ABs – the LA and existing TS will continue to fulfil the role of an AB until August 2021 when all TS designation ends and TSH take on the AB function.

73. Will Local Authorities continue to be ABs or just TSH from Sept 2021? Can LAs act as AB in an area where there is also a TSH?

Yes, LAs can still be Appropriate Bodies as well, that is not changing. They will be able to operate in the same area as a TSH.

School improvement (SI) / Specialist Leaders of Education (SLE) / National Leaders of Education (NLE) / National Leaders of Governance (NLG)

74. Will TSH be expected to coordinate the SI offer? Will TSH procure the services of other schools that may have been supporting SI through NLE/NSS and will they be funded via the hub?

TSH will not be managing the Department's School Improvement offer. Since we published the prospectus for the test-and-learn hubs in 2019, we have concluded that, to be effective, TSH need to focus on teacher development. Research shows the quality of teaching is the most important factor in the attainment of pupils and in improving schools and reflects the original concept behind Teaching Schools.

The SI offer in 20/21 will be managed as it is now, by the Teaching Schools Council working with NLEs and Regional School Commissioners, and DfE will develop plans for any SI support from September 2021.

This continuity should minimise disruption over the coming months as schools return.

75. Are SLEs still going to continue or will they be de-designated? Will they be designated and recognised through TSHs? Will existing SLEs need to transfer to new TSHs?

76. Should current Teaching Schools continue to designate SLEs through 2020/21?

De-designation of teaching school will not take place until September 2021. We are currently exploring how SLEs will operate in the future and will provide more information later in the year. Until then, the current arrangements continue.

77. Will NLEs have to reapply after this new stage emerges?

In its Recruitment and Retention Strategy (January 2019), the Department committed to carrying out a wholesale review of system leadership designations, to ensure that the support offered to underperforming schools is as strong as possible. Acting upon this commitment, the Department formed an external advisory group in June 2019, to review the current NLE programme and to make recommendations on future changes.

As a result, the Department has published [this report](#) and it has been accepted in full by Ministers. At the report's heart is a recognition that peer-to-peer support from highly effective school Ministers are renewing their commitment to the work of NLEs and signalling their intention to invest more in them.

We are now at the stage of planning to procure the external body referred to above. Once the body is appointed, it will move on to invite applications from eligible schools and MAT leaders, assess their suitability, recommend names to the Department and then offer training to the selected candidates. Initially, the Provider will be required to accredit and train at least 400 NLEs ready for deployment by September 2021

78. Who will broker school to school support e.g. NLE deployments? We thought that this was going to be part of the TSH remit.

The new cadre of NLEs will be deployed by and individually accountable to RSCs. NLEs will be responsible for helping schools with their initial diagnosis of what they need to do to improve and providing some frontline support as well signposting the school to more specialist DfE services e.g. National Leaders of Governance, Curriculum Hubs and Teaching School Hubs.

79. Will TSHs have role around Governance?

Teaching school hubs do not have a significant governance role; however, we would expect where appropriate for TSH to engage and sign-post governance support, as they will with curriculum hubs.