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Teaching and Leadership Innovation Fund Q&A

**Teaching and Leadership Innovation Fund Question and Answer (Q&A)
Document**

Preface

Readers should note that this document is for information purposes only and does not form part of the Invitation to Bid or any formal part of the procurement for the TLIF. Those who are bidding should rely on the information within the Invitation to Bid documents and where there is any discrepancy or difference, those documents shall take precedence.

This Q&A has been collated based on queries from providers at market warming events, emails to the TLIF mailbox, and useful points of clarification.

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Area / reach		
Ref.	Question	Response
AR1	Where are the Opportunity Areas?	<p>These are:</p> <ul style="list-style-type: none"> • Blackpool • Bradford • Derby • Doncaster • Fenland & East Cambridgeshire • Hastings • Ipswich • Norwich • Oldham • Scarborough • Stoke-on-Trent • West Somerset
AR2	What is happening in Opportunity Areas?	Officials from the Department are working closely with local partners in each OA to develop an action plan, which will detail the various projects we will be taking forward.
AR3	Where are the Category 5 and 6 local authority districts?	<p>Category 5 and 6 local authority districts are those areas with the weakest standards/capacity to improve based on an assessment used to create cold spot maps in analysis used for the 2016 schools' white paper.</p> <p>These are listed on the Annex to the PIN and on gov.uk at: https://www.gov.uk/government/publications/defining-achieving-excellence-areas-methodology</p>
AR4	Are the OAs and Category 5 and 6 LA districts fixed and firm?	The OAs are fixed and firm. The Category 5 and 6 districts may change over time as new data emerges. Within the invitation to bid, arrangements for any changes in the future will be set out.
AR5	Apart from OAs and Category 5 and 6 LA districts, where will TLIF operate?	Our first priority is to fund projects that are focussed on schools in OAs and Category 5 and 6 LA districts. We expect at least 70% of delivery for each programme to be in these areas. Beyond these areas, we would expect TLIF funding to only be used for schools rated by Ofsted as requires improvement (Ofsted rating 3) or inadequate (Ofsted rating 4). Fuller details are set out in the invitation to bid.
AR6	Is there a pecking order for funding for OAs, category 5 and category 6 schools?	All OAs are in category 6 areas. There is no order of priority.

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AR7	Do you have to include an Opportunity Area if bidding for the fund?	No - we will consider proposals that focus on category 5 and 6 areas but not OAs.
AR8	Is there a view of how TLIF will be geographically spread?	<p>We wish to achieve a good geographic spread. We will Lot the contract into four geographic areas, being National, North, Central, and South.</p> <p>In the event a provider is awarded the National Lot, then they will not be awarded further Lots. No bidders will be awarded more than two Lots.</p>
AR9	What do you mean by "at scale"?	<p>As set out in the invitation to bid, we expect and require targeting of the majority of delivery to priority areas and priority schools for this Round. For any given Lot, participants must be drawn from at least 4 priority areas OR from at least 30 priority schools – in either case, at least 70% of overall delivery of the individual programme must be in priority areas.</p> <p>If providers are proposing to deliver their programme outside of priority areas, TLIF funding will only be available to cover the costs of participants from priority schools in those areas.</p> <p>In terms of participants, the Department believes that programmes with at least 250 teacher or middle leader participants or at least 100 assistant heads, deputy heads, head teacher, multi academy chain chief executives or multi academy chain executive heads over the life of the programme would be desirable in this round; however, this is not a mandatory requirement.</p> <p>Where bidders propose either more priority areas and / or more priority schools they will be more highly scored in the evaluation.</p>
AR10	Can bids just target category 3/4 schools outside of OAs and category 5 and 6 districts?	No. For any given Lot, participants must be drawn from at least 4 priority areas OR from at least 30 priority schools – in either case, at least 70% of overall delivery of the individual programme must be in priority areas.
AR11	Do you prefer bids that are specific to	We anticipate that some bids will focus on fewer areas and some to cover more; however, for any given Lot, participants

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	some of the priority areas or focus on all the priority areas?	must be drawn from at least 4 priority areas OR from at least 30 priority schools – in either case, at least 70% of overall delivery of the individual programme must be in priority areas. We are open to bidders demonstrating how they will further scale up activity over time.
AR12	<p>Are primary and secondary schools eligible for TLIF provision?</p> <p>Where do early years, post-16, special schools and alternative provision fit in?</p>	<p>In terms of scope, both primary and secondary schools are in scope, as are special schools, alternative provision, early years (where part of maintained provision) and post-16 settings, such as schools with a sixth 6th form and 6th sixth form colleges. The general expectation of the Authority is that participants will be serving qualified teachers and leaders in the publically funded school sector in England. This currently includes maintained schools, academies, Free Schools, University Technical Colleges (UTCs), sixth-form colleges and general further education colleges.</p>
AR13	Is eligibility for the provision restricted to teachers?	<p>We expect bidders to use TLIF funding for teachers and leaders, but proposals that include other groups (e.g. governors alongside the leadership group; school business managers alongside an executive headteacher) and can demonstrate a clear rationale as well as how they will meet the objectives of the fund may be considered.</p>
AR14	What is the range of CPD and leadership development opportunities funded through TLIF going to look like?	<p>Suppliers are free to design their own range of CPD and leadership development opportunities to achieve the outcomes that are set out in the specification. In Application Round 1, we expect provision to be capable of operating at scale, from September 2017 (by end January 2018 at the latest). Proposals should reference a proven evidence base.</p> <p>We will not fund proposals that replicate in whole or in part any existing programmes contracted by government for teachers and leaders, including but not limited to:</p> <ul style="list-style-type: none"> - The National Professional Qualifications [NPQ] (both the current licensed offer and the newly reformed qualifications). - The High Potential Middle and Senior Leadership programmes. - The Talented Leaders programme. <p>For avoidance of doubt, TLIF funding cannot be used for Capital projects; nor can it be used for Initial Teacher Training. Other exclusions may be identified during the term of the contract and these will be clarified and agreed with providers on a case-by-case basis.</p>

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		Suppliers currently delivering leadership provision must set out how their proposal will add value without duplicating and what additional outcomes their proposal will achieve.
AR15	Are you more interested in leadership development proposals or teacher CPD?	We are not being prescriptive in this bidding round about the content or design of proposals. Suppliers should be clear about the outcomes their project will achieve, the impact it will have, and how these outcomes and impact will be evidenced.
AR16	Are there particular priority themes bidders should be covering?	We are not being prescriptive in this bidding round on themes we are looking for but the specification sets out requirements in more detail, including areas that are out of scope this time. All suppliers should reference a proven evidence of need and demand for their proposal. Bidders are asked to estimate the volume of potential participants identified and the expected/projected number to be recruited and to go through their programme.
AR17	What kinds of providers are eligible to bid for funding?	<p>We are open-minded about this in terms of organisational type, i.e. we may contract with SMEs, large corporates, HEIs, LAs, not-for-profit organisations, schools/academies/MATs. Organisations, including consortia, will need to meet the requirements set out in the evaluation framework.</p> <p>Suppliers delivering existing leadership provision must set out how their proposal will add value without duplicating their current delivery and what additional outcomes/impact their proposal will achieve.</p>
AR18	Are particular themes 'out of scope'?	<p>The Teaching and Leadership Innovation Fund, will fund proposals that are aimed at delivering the key aims of the fund, as follows:</p> <ol style="list-style-type: none"> 1. To stimulate more and better CPD and leadership development provision for teachers in priority areas (Opportunity Areas and category 5 and 6 areas) and priority schools (overall Ofsted rating of 3 or 4); 2. To stimulate demand for CPD and leadership development provision from teachers in priority areas and priority schools; and

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		<p>3. To support development of a sustainable market in CPD and leadership development that will be capable of being self-funding in the future.</p> <p>Projects that do not address these themes are out of scope.</p>
AR19	<p>Would a bid be rejected even though it meets the threshold for success if it is, say, ranked third against other projects that are to be delivered in the same area?</p>	<p>The evaluation and selection criteria are set out in the invitation to bid documents. Bids which meet the threshold and ranking in those criteria will be selected for award according to the arrangements and numbers of awards set out in those documents.</p>
AR20	<p>How will you stop schools being bombarded by suppliers?</p>	<p>We are asking bidders to demonstrate the demand/need from schools for their programme in order to prevent oversupply. Details are set out in the invitation to bid documents.</p>

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Participant selection and assessment		
Ref.	Question	Response
PSA1	How is participant assessment and selection going to take place?	This is for providers to propose. We will expect and require sufficient management information on the teacher (e.g. teacher reference number) and on their school (e.g. URN) to validate any payments to be made based on participant / school uptake and outcomes achieved.
PSA2	Will there be any incentives for schools to get involved with TLIF provision? Will providers have to market themselves?	<p>The financial limit of TLIF will be the funds that are contracted. We would expect project funding to cover design costs/start up, and will also consider subsidised/free provision for priority schools. This links back to sustainability – we would want to see how a project could be sustainable in the long term, or create a sustainable legacy for others to utilise.</p> <p>We are expecting bidders to say how they would recruit participants.</p>
PSA3	How will participant recruitment work? How do you expect the providers to interact with schools/teachers/leaders to publicise their offering and encourage people to take up their CPD or leadership development offering	This is for bidders to determine and set out in their proposals. Bidders need to be aware of the context in which their target audiences are operating and consider carefully the implications for their recruitment approaches.

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Commercial process		
Ref.	Question	Response
CP1	Will the slides from the supplier days be sent out?	The slides are available as an addendum to the PIN: https://www.contractsfinder.service.gov.uk/Notice/2c427176-4c7f-43b7-ab75-0f328e3c5d2c
CP2	Will a recording of the WebEx sessions be available?	Yes, this is available on the Contracts Finder site: https://www.contractsfinder.service.gov.uk/Notice/2c427176-4c7f-43b7-ab75-0f328e3c5d2c
CP3	It seems that suppliers will need greater capacity than I can offer. So if I would like to engage, how would I submit my interest?	<p>We have set up a space on Slack (https://slack.com) called TLIF Providers, which you are welcome to use to network. If you would like to join this group, please send your email address and a request to join to Mailbox.TLIF@education.gov.uk.</p> <p>Future rounds are planned, and you can register your interest in those future rounds at https://www.gov.uk/guidance/teaching-and-leadership-innovation-fund.</p>
CP4	How many suppliers are you looking to engage with?	We currently plan to award up to 15 contracts under this Round 1, although an actual maximum number of awards is not prescribed.
CP5	Are Redimo 2 and Proactis P2P the same thing?	Yes – but some suppliers may be registered in other Proactis systems, so you will need to ensure you are within the DfE part of the system.
CP6	I have registered with the Proactis site but cannot see the fund application for the TLIF – please advise.	<p>We are running the bidding process through our usual e-procurement system, Redimo2. Bidders will need to be registered in Redimo2 and will be able to find details of the specification and the responses required there. There will be support for system access/technical questions available.</p> <p>This link https://supplierlive.proactisp2p.com/Account/Login/?cid=DfE should take you to the registration page. COMMERCIAL.Contactpoint@education.gov.uk can support the process.</p>

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CP7	How will the bidding process be managed?	We are running the bidding process through our usual e-procurement system, Redimo2. Bidders will need to be registered in Redimo2 and will be able to find details of the specification and the responses required there. Support for system access/technical questions will be available.
CP8	Can an organisation be listed on more than one bid?	Yes, we will judge each bid on its individual merits. You would have to ensure you have sufficient capacity and that there would not be any conflict of interests. You would also need to set out a clear proposal about the variety of roles and responsibilities being undertaken within each particular project.
CP9	Can we bid as part of a consortium?	Yes, with the lead partner taking accountability for delivering against the contract.
CP10	Where can providers discuss possible collaborations?	We have set up a space on Slack (https://slack.com) called TLIF Providers, which you are welcome to use to network. If you would like to join this group, please send your email address and a request to join to Mailbox.TLIF@education.gov.uk .
CP11	How would you expect people to come together for a consortium through a contract?	A lead contractor will be needed and consortia can be assembled in a number of ways, with DfE not having a particular role to play in this. We would be open minded on whom we contracted with. There is no requirement to form consortia however.
CP12	Where will intellectual property rights sit?	DfE has a standard set of terms and conditions in its contracts, which sets out our position on IPR. A draft contract has been issued alongside the procurement documents.
CP13	How does contracting work? Who is the contract with and how does it fit with NCTL/DfE?	Technically the contract is between the supplier and the Secretary of State for Education (Department for Education). The contract is enacted on behalf of the Secretary of State either with DfE or through NCTL as an executive agency of the DfE.

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Policy		
Ref.	Question	Response
P1	Why are you investing in teachers' and leaders' professional development?	<p>Evidence shows that the most successful education systems in the world are characterised by strong systems of professional development – supported by high levels of lesson observation and robust performance management.</p> <p>We need great teachers and leaders right across the country, particularly in challenging schools and areas, to raise standards and intervene quickly to tackle underperformance in failing and coasting schools.</p>
P2	Will schools/teachers/leaders have to pay for the CPD developed through the TLIF?	Providers will be able to use some of their funding to subsidise participation on programmes for teachers and leaders from priority schools (overall Ofsted rating of 3 or 4). Other costs are likely to include delivery costs, such as payments to delivery personnel, venue costs; we also anticipate seeing some costs for set-up work, administration activities and organisational overheads.
P3	What do the aims of the fund mean in practice?	More detail is set out in the bidding documentation.
P4	What outcomes are you expecting to be achieved?	<p>These are set out in the bidding documentation, but include:</p> <ul style="list-style-type: none"> • Improving the quality of teachers and effective teaching in classrooms. • Improving the quality of leaders at all levels. • Improving the retention of high quality teachers and leaders. • Improving the career progression of teachers and leaders. • A professional development and leadership development market that meets the needs of schools. • Improved evidence base on what works in leadership development and teacher CPD, including value for money.
P5	Can individual teachers/leaders apply for funding to improve their skills and knowledge?	No – the fund is for providers of teacher CPD and leadership development, not individuals seeking CPD/development. However, if teachers/leaders wish to come together to form an organisation they may, through that organisation, submit a bid.

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P6	What do you mean by 'innovation'? Why not learn from the best of what is out there/what schools say works, rather than trying to reinvent the wheel?	By innovation, we mean blending the best thinking from what has been successful in the past and what may be successful in the future. We appreciate that many elements of existing provision may form part of the proposals for TLIF; however, we use the word innovation so as not to exclude new and emerging thinking and methods. We want the programmes to be focused on development for teachers and leaders working in priority schools and areas.

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Programme design and funding		
Ref.	Question	Response
PDF1	What will we be able to use TLIF funding for?	Your bid will need to set out the activities that you believe are necessary to deliver the outputs and outcomes you propose. Providers will be able to use some of their funding to subsidise participation on programmes from priority schools. Other costs are likely to include delivery costs, such as payments to delivery personnel, venue costs; we would also anticipate there being bids with costs for set-up work, administration activities and organisational overheads. Details of any boundaries and exclusions are set out in the invitation to bid documents.
PDF2	Would it be possible to use the funding for quality supply cover?	We are open to organisations making proposals that include this, if they consider there is evidence to support using public money in this way in order to free up teachers and leaders to undertake CPD and leadership development. We would not preclude this from a bid.
PDF3	Could you clarify whether funding is for the development or delivery of the programmes?	It would be possible to fund both; it is something that will have to be set out clearly in the bid. We expect delivery to be taking place from autumn term/by end January 2018 at the latest.
PDF4	Could we ask for funding from TLIF to provide more CPD that is already out there or does that count as duplication?	<p>Enhancement is a good thing but bidders would have to make sure their proposed project can be scaled up and bidders will have to demonstrate that in the bid. We will not fund proposals that replicate in whole or in part any existing programmes contracted by government for teachers and leaders, including but not limited to:</p> <ul style="list-style-type: none"> - The National Professional Qualifications [NPQ] (both the current licensed offer and the newly reformed qualifications). - The High Potential Middle and Senior Leadership programmes. - The Talented Leaders programme. <p>For avoidance of doubt, TLIF funding cannot be used for Capital projects; nor can it be used for Initial Teacher Training. Other exclusions may be identified during the term of the contract and</p>

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		these will be clarified and agreed with providers on a case-by-case basis.
PDF5	What time will bidders in the first round be expected to start delivering by?	We are looking for bids that can start delivering from September 2017 or by end January 2018 at the latest.
PDF6	Will there be any restrictions on the size of the bid compared to the bidding organisation?	<p>Part of the evaluation will test that bidders have sufficient capacity, as well as the capability to deliver their proposals by autumn 2017 or end January 2018 at the latest. If consortia are formed, we will also need assurances as to the robustness of their arrangements.</p> <p>We do not intend to apply an arbitrary metric connected to bidder turnover / bid value sought, however where an apparently small organisation is bidding for a large sum of money we will need strong assurances as to their organisational capacity and capability to deliver at the scale the bid proposes.</p>
PDF7	What is the expectation for the minimum and maximum amount of funding?	<p>The Authority's current thinking is to award no more than £10 million (inclusive of any VAT) for any given contract within any Lot over its lifetime under this Round.</p> <p>Smaller value proposals shall be evaluated irrespective of the total amount – there is no intrinsic advantage of a large bid over a small one.</p>
PDF8	How many rounds of funding will there be?	We are expecting to run at least two and up to four bidding opportunities (or 'rounds') of which this opportunity is the first. We are anticipating running one further opportunity in the autumn of 2017. Then, depending on how much funding has been allocated through these rounds, potentially one opportunity in 2018; and one opportunity in 2019.

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PDF9	<p>Will funding be paid out in full at the start of the programme or piecemeal throughout the lifecycle of the programme/project?</p> <p>Will the department pay seed funding to enable start up of the programme / project ahead of any milestones?</p>	Funding will be paid out at specific points throughout the programme lifecycle – these are likely to be as a result of delivery of specified outcomes and successfully achieving agreed milestones.
PDF10	If I am looking to design a commercial product that I would be looking to sell in the future, does this rule me out for funding?	No, but you should review the requirements of the Invitation to Bidders and understand the outcomes and related services we are seeking.
PDF11	Would it be ok to pilot a project in a small number of schools and then roll it out on a larger scale later on?	As set out in the invitation to bid, a key objective of the fund is to scale in order to reach high numbers, and have a measurable impact. Participants must be drawn from at least three priority areas for any given Lot.
PDF12	If my bid for funding in round one is successful/unsuccessful, does this rule me out of bidding for funds in future tranches?	No, each round of funding will be bid as a separate procurement, and treated separately.
PDF13	When should bidders start their financial modelling from?	We will not backdate the funding; we can only pay from when the contract is made. The first payment, in theory, could be around July, as the government normally pay in arrears, based on outcomes defined and agreed during the contracting process. Detailed instructions are contained within the invitation to bid documents.
PDF14	Will payments be made based on the financial year or the academic year?	Financial year.

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PDF15	Are there any restrictions on what you will fund?	<p>Full details of the scope and limits of what TLIF may be used for are contained in the invitation to bid documents. However, some broad parameters are:</p> <ul style="list-style-type: none"> - We will not fund proposals that replicate in whole or in part any existing programmes contracted by government for teachers and leaders, including but not limited to: <ul style="list-style-type: none"> o The National Professional Qualifications [NPQ] (both the current licensed offer and the newly reformed qualifications). o The High Potential Middle and Senior Leadership programmes. o The Talented Leaders programme. <p>For avoidance of doubt, TLIF funding cannot be used for Capital projects; nor can it be used for Initial Teacher Training. Other exclusions may be identified during the term of the contract and these will be clarified and agreed with providers on a case-by-case basis.</p>
PDF16	What if someone wants to replicate a departmental project being done elsewhere – e.g. if the department funds a programme in non-priority areas, could you bid to replicate this in a priority area?	If it is a DfE programme listed as an exclusion (see PDF16), we would not fund even if it were geographically distinct.
PDF17	What is the breadth of the notion of professional development? Is it anything that improves pupil outcomes?	We have a very open view of this at the moment – anything that improves pupil outcomes and improves the quality of teaching and leadership in priority schools and areas – teaching and leadership, retention, progression. We are staying general on purpose in terms of what we are looking to award – part of round one is looking at what works. Future rounds may be more specific.
PDF18	How important is it that CPD leads to accredited qualifications?	Not critical, we are open to projects leading to accreditation, but it is not a mandatory requirement.

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PDF19	Where do you see funding for continuing CPD to come from?	We would need to see evidence in bids of how the projects can be sustained beyond the three-year life of the fund. Bidders' responses need to evidence that they have considered this and their proposals are credible.
PDF20	Would it be permitted to do more than one bid/idea – will multiple bids be considered?	Yes, bidders may put in multiple bids where they relate to different proposals and solutions.
PDF21	Will providers be allowed to work with overseas providers if they want to bring their work to the UK?	Yes, providing they can demonstrate that it can be effectively transferred to a UK education system.
PDF22	Can we fund the participation of teachers and leaders from non-priority schools in priority areas?	<p>If the programme intends to deliver a limited proportion of places in priority areas to teachers and/or leaders at non-priority schools, Bidders should give evidence to support the case for TLIF funds covering those costs.</p> <p>The kinds of evidence that could be provided by Bidders includes: Attainment 8 scores; Progress 8 scores; average point score in reading, writing and mathematics; KS1-2 Value added; and the proportion of Ever 6 Free School Meals (FSM).</p> <p>however, in assessing bids, we will only be taking into account the proposed number of priority schools and the scale of coverage of priority areas as well as meeting the requirement for delivery to be in at least 4 priority areas or at least 30 priority schools; and to be at least 70% of delivery in priority areas.</p> <p>The Authority is focused on delivery to priority schools and will only evaluate based on its commitments to reach priority schools. So if there are two bid,, both of which have the same impact and one bid states they will reach 40 priority schools and 150 non-priority schools, and another states the bid will reach 50 priority schools and no non-priority schools, assuming both meet the TLIF requirements, the latter would be more highly rated (provided the evidence they have provided supports their commitment).</p>

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PDF23	<p>How will you judge evidence of impact? What are you looking for?</p>	<p>At the bid stage, we will be seeking a clear rationale for the connection between activities (outputs) and results (outcomes). Throughout the life of the contracts, DfE will independently evaluate both those outputs and outcomes to both qualify and quantify the impact of the individual projects.</p>
PDF24	<p>What do you mean by diversity? Will you be looking to serve smaller schools?</p>	<p>Bids have to seek to ensure their audience is at least representative of the diversity within the local area – both in terms of the many types of schools and the diversity of users (i.e. Equality Act protected characteristics). We expect bids to include knowledge of target areas.</p>
PDF25	<p>What does DfE think is evidence based? Does it mean a formal external evaluation of any existing programme?</p>	<p>Evidence based in this context means the rationale that connects the activities (outputs) which will be undertaken to drive the goals (outcomes) which the fund seeks to achieve. Examples of evidence may be past projects or activities that have been robustly analysed and documented.</p>

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Marketing		
Ref.	Question	Response
M1	Will you seek a marketing exemption to allow spend on TLIF?	Bidders' proposals should focus on low and no-cost marketing activity (i.e. not paid for advertising/public relations), in line with expectations of all government contracts

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Contract scope		
Ref.	Question	Response
CS1	What will the KPIs be?	A set of KPIs for the outputs to be delivered by each bid will be set out in the invitation to bid documents. We will be seeking proposals from bidders as to the exact metrics for those KPIs as part of their submission.
CS2	What will the success criteria of the contract be?	We are seeking to secure best value proposals to meet the goals of the fund. Within the invitation to bid document, we will be seeking proposals that clearly link payment and reward to those goals.
CS3	Will evaluation / impact study be part of the contract?	<p>No, only the obligation to co-operate and support the appointed independent evaluator.</p> <p>We are developing our evaluation approach and whilst we expect supplier(s) to support the activity, we would not expect undertaking evaluation to be part of the requirement. The supplier(s) would, of course, be expected to have robust quality assurance arrangements in place and to look to continuously improve its practices, which will be set out in the specification.</p>
CS4	Measuring impact can take time, will there be a consultation over the evaluation and can suppliers participate?	We will be creating an evaluation framework that covers the medium to long term (and we hope to extend this beyond the life of the fund). Our current thinking is that the appointed suppliers to this contract will be invited to present thoughts to feed into the specification and processes for evaluation.

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Cross over with other funds/work		
Ref.	Question	Response
CO1	Is the funding for Research Schools to be part of the Teaching and Leadership Fund?	<p>On 18 January, the Department announced that it would be working with the EEF to establish a Research School in each of the twelve designated opportunity areas. The Department will contribute £1.5m for this purpose, which the EEF will match fund with £2m from its existing endowment.</p> <p>This funding is in addition to the £75m Teaching and Leadership Innovation Fund, and further details about research schools will be announced in due course.</p>
CO2	How does TLIF relate to the SSIF?	<p>The Strategic School Improvement Fund of £140m (2017-18) will support school improvement and help to build school-led capacity in parts of the country where it is needed. The SSIF is aimed at ensuring resources are targeted at the schools most in need of support to help them drive up standards, use their resources effectively and deliver more good or outstanding school places.</p> <p>The Teaching and Leadership Innovation Fund is aimed at improving the quality of teaching and leadership in priority schools and areas through professional development.</p>
CO3	Is there any funding available to develop NPQs?	<p>No, but as announced on 16 February, up to £10m of the Teaching and Leadership Innovation Fund (TLIF) will be set aside to incentivise teachers and leaders in our most challenging schools to take up new NPQs from September 2017.</p>
CO4	Can current or prospective NPQ providers apply for the first round of TLIF funding to develop their NPQ programmes?	<p>We will not fund proposals that replicate in whole or in part any existing programmes contracted by government for teachers and leaders, including but not limited to:</p> <ul style="list-style-type: none"> - The National Professional Qualifications [NPQ] (both the current licensed offer and the newly reformed qualifications).

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CO5	Does being an NPQ provider preclude you from bidding for another project?	No.
CO6	You recently announced that up to £10m of the TLIF will be for NPQs. What will that be used for?	In order to help raise standards and drive social mobility, we want to incentivise participation in the new gold standard NPQs in the areas that most need to improve. This new funding will support teachers and leaders in opportunity areas and category 5 and 6 areas take up new NPQs from September 2017. Up to £10m of funding for NPQs will be made available to participants, rather than providers, in areas of greatest need, to ensure they can access the very best professional qualifications for existing and aspirant leaders.
CO7	But NPQs have been around for years – how are they ‘innovative’?	<p>The newly reformed qualifications give providers more freedom to innovate – for example, tailoring the content, delivery and lengths of their courses to meet the needs of different groups, whether that is a particular faith group, specialism or geographical area.</p> <p>In addition, to make sure NPQs cover all levels of leadership, we’re adding a new Executive Leadership NPQ for the first time, to support those who are (or want to) lead across several schools to be more effective.</p>
CO8	How does TLIF relate to the Workforce Challenge?	The bids should build in thinking of how to enable participants and schools to make time to participate, as we know from research with teachers that time and workload are key barriers to taking up professional development.

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		<p>Some links which may be useful are:</p> <ul style="list-style-type: none">• Reports from 3 independent teacher workload review groups, offering advice for teachers on:<ul style="list-style-type: none">◦ marking policy◦ planning and teaching resources◦ data management• action plan with a full update of work and future commitments to help reduce teacher workload, including an offer of targeted support for schools• a pamphlet and poster for teachers, highlighting important points in the workload review reports
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Miscellaneous		
Ref.	Question	Response
Misc1	Is there any research you can direct bidders to?	<p>Some research by Education Policy Institute was referenced at the market engagement events and the slides included URLs to this. There is a wider range of evidence already published on CPD and Leadership Development. Some of this has been curated by EEF and TDT and is available on their sites.</p> <p>The CPD standards are available at https://www.gov.uk/government/publications/standard-for-teachers-professional-development</p> <p>Bidders are advised to investigate secondary sources in developing their proposals and bid evaluation will seek assurance on the credibility of research evidence cited.</p>
Misc2	What stakeholder engagement have you done to date?	<p>We have spoken to a range of teachers, leaders and providers to understand their views on what makes effective CPD and leadership development.</p> <p>We started publicising the TLIF on social media, by direct mail and through stakeholder channels from 16 February. These communications marked the beginning of our market engagement</p>