

## 12.01 CREATING DEMAND AND SECURING PARTICIPANTS -

Bidders should set out their approach to recruiting participants from priority schools and priority areas.

Bidders should also set out their approach for retaining participants.

Bidders should supply the rationale and evidence for their proposal.

Bidders should set out their process and method as to how you will create demand across participants in what may be hard-to-reach groups.

Please include a section about what you see as the unique value and strength you bring to creating demand, identifying need and retaining participants.

1200 words maximum

Please also complete Attachment Submission E: Volumes & Financial Spreadsheet

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:

1. The rationale for the profile of recruiting participants relating to the activities proposed.
2. Evidence and data to support the volumes and profile of the recruitment of participants.
3. Evidence of understanding of the barriers to, and enablers of, uptake of CPD and Leadership Development.
4. Evidence of an innovative / robust communication and marketing strategy that maximises the impact of low or no cost marketing activity.
5. 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.
6. Evidence of how to achieve high rates of conversion from potential to registered participants.
7. Strategies for retention
8. Contingency plans in the event of low interest in the programme.
9. 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.

### Our unique value and strength

We are confident we can stimulate schools' demand to engage with Aspire to STEM (AtS) meeting agreed outcomes. We will utilise our extensive, and enviable, reach across schools – primary (86%) and secondary (100%) – to achieve immediate awareness of AtS, mobilising our school-led Network and extensive partnerships. Our impressive reach is due to our strong reputation for impactful CPD – which includes resources, courses, events and enrichment activity. No other organisation is able to provide a sustained and systematic improvement in teaching and learning across primary and secondary education, increasing student aspiration and social mobility.

Our unique strength is our ability to partner schools to build their capacity and capability, enabling teachers to value professional development pathways, leading to enhanced career progression,

professional resilience, and teachers' desire to stay in the profession. We offer the support schools want, in a flexible contextualised approach recognising individual school circumstances.

AtS communications strategy will utilise our unrivalled infrastructure, which includes:

- Case studies and blogs showcasing success – with a focus on teacher, school and wider community impact
- Regular updates through well-read newsletters sent monthly to over 125,000 educators
- Featured stories in termly magazines sent directly to 45,000 senior leaders in all English schools
- Regular evaluation reports disseminated through our STEM eLibrary
- Utilisation of significant influencers and opinion leaders within STEM education both on and off-line - through our high profile STEM expert employees and 30,000 teachers who regularly utilise our online community to share information, blogs and support. Our twitter accounts total over 40,000 followers
- Active alumni of 150 education opinion leaders as advocates for AtS
- Strong presence across the education press showcasing AtS success

Our unique infrastructure will secure a high level of awareness of AtS spreading news of successes, outcomes and impact. Communications activities involve key partners – RSC, Teaching Schools, Subject Associations, Awarding Bodies - and influencers providing a robust AtS communication infrastructure at no cost.

#### Creation of Demand

We will place the STEM subject teacher and leader at the heart of our programme recognising the critical role they play in delivering impact for disadvantaged students – raising aspiration and outcomes.

Head teachers of struggling schools have told us their day-to-day priorities prevent them from addressing the multiple causes of underperformance in an effective, integrated way. They report they are unable to engage with multiple existing national programmes of support and require bespoke off-the-shelf intensive integrated support such as that provided through AtS.

Key to successfully promoting AtS will be a clear rationale and set of objectives to support struggling schools. Already familiar with the barriers to engagement, AtS is designed to tackle issues directly. A recent report by Opfer and Pedder<sup>1</sup>, stated that “teachers in schools under special measures reported that they had little choice over their CPD. As a result, these teachers expressed very little ownership of their CPD and felt this was a barrier to effective take-up.”

In creating demand, non-specialist teachers across STEM subjects will be key targets, addressing subject shortages. Schools with the largest numbers of disadvantaged pupils are the least likely to have teachers with relevant science qualifications. In the 40% of schools with the most pupils entitled to free school meals, 76% of teachers have a qualification relevant to the main science subject they teach; in the 40% of schools with the lowest numbers of FSM pupils, this rises to 83%.

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<sup>1</sup> Access to Continuous Professional Development by teachers in England: <http://www.tandfonline.com/doi/abs/10.1080/09585176.2010.529680>

To ensure that priority schools engage, we will address negative perceptions directly, promoting the following features of AtS:

- A personalised programme of longer-term support with outcomes aligned to individual needs - addressing the perception that CPD is too generic, and does not eliminate specific issues/problems
- Targeted focus on STEM subject leadership and teaching. Participants will ‘own’ a personalised and professionally life-changing package of CPD, reinvigorating their teaching. Our work highlights that teachers may see CPD as beneficial for the school, but not necessarily for their own career/personal development.<sup>2</sup> Therefore individualised pathways will be designed, increasing confidence and enthusiasm to positively impact student outcomes
- Targeted, bespoke and flexible set of interventions working within and across schools allowing communities of great practice to be firmly established. We recognise that formally engaging senior leadership teams is crucial, creating supportive environments for development
- Developing the ‘professional teacher’ within AtS schools, recognising evidence stating that subject specific CPD is the key factor in the achievement of exceptional educational outcomes
- Understanding local context and flexibly responding to local pressures such as teacher release, timetabling constraints, availability of senior leaders. Building schools’ capacity for self-improvement
- Directly supporting teachers who may lack subject specific expertise, building their confidence to ‘kick away the crutch of power-point lessons and textbook teaching’
- Supporting teachers with effective interventions to target disadvantaged students. Teachers will be equipped to teach diverse groups, more aware of the learning needs of different groups of students, correcting any potential bias within their teaching
- Instilling a culture of success across the school and wider community. We will increase the profile and status of schools by engaging the local community and parents to create an inspirational, ‘community’ approach to improved student outcomes well beyond the classroom, driving social mobility and wellbeing
- Helping schools to collaborate with local business and STEM Ambassadors to provide context to students learning, raising levels of aspirations and social mobility to skilled employment
- Providing external support and challenge to embed self-assessment and peer review, achieving a sustainable improvement model

## Retention

Our experience shows where CPD is individualised there is less attrition. To ensure retention we will:

- Implement rigorous induction processes ensuring all participants are briefed and enthused
- Appoint a dedicated point of contact to each school, to support school and partnership activity
- Implement a mentoring strand to support teachers and head-teachers
- Assign individual teachers with ‘buddies’ from a partner schools, providing a mechanism for support and challenge

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<sup>2</sup> <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR659.pdf>

- Provide specific subject support to reinvigorate teachers' love for their subject
- Work with each school to ensure that effective performance management processes are in place to reward teachers delivering sustained improvement to their teaching
- Establish clear metrics at the outset to define measures of success for schools, teachers, students and the wider community, developing a culture of change difficult to 'walk away from'

#### How we will recruit to the proposed scale

Utilising our extensive reach and reputation in the sector, our method of recruitment will be based on approaching schools directly. Data analysis has identified schools in greatest need of support, ensuring the impact of AtS is maximised. Our school-led network will ensure target schools are fully briefed about AtS.

AtS will support Requires Improvement and Inadequate schools only in areas categorised 5&6. There are around 5-600 potential target AtS schools. The TLIF funded phase of AtS will support [REDACTED] schools across [REDACTED] clusters. These metrics are informed by previous externally evaluated work with school clusters<sup>3</sup>, scaled back to reflect the intensity and context of AtS. We have already identified all [REDACTED] clusters – with contingencies in place for drop-outs - and worked up three case studies (available in Redimo attachments) for schools keen for immediate support.

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<sup>3</sup> Bryant B & Parish N. Evaluation of the Impact of National Science Learning Network CPD on Schools. Isos Partnership, 2015