

**Teaching School Hubs**

**Application Pack for Test-and-Learn Phase**

**May 2019**

This pack is for all applicants who wish to apply to become a Teaching School Hub (TS Hub) as part of a test-and-learn phase during Academic Year 2019/20.

Information to help you complete the Application Form can be found in the Application Guidance section at the rear of the document.

**Privacy Notice: Teaching School Hubs Test-and-Learn Phase**

**Who we are**

This work is being carried out by the School Improvement and System Leadership Division, which is a part of the Department for Education (DfE). For the purpose of data protection legislation, DfE is the data controller for the personal data processed as part of the Teaching School Hubs (TS Hubs) ‘test-and-learn’ phase.

**How we will use your information**

We receive your personal data via your Application Form (submitted by email), and by accessing internal and published data – from Ofsted and DfE – to validate the information in any areas within the scope of the Application Form questions.

We may seek advice and information from your local Regional Schools Commissioner and/or DfE-funded educational experts where this is relevant to processing your application.

We may also contact any cited parties to confirm information given in this application, and any other party we consider to be relevant to your application for ongoing information should the application be successful.

We are processing this information in order to select the most suitable schools along with named MATs, where appropriate, to take on the TS Hub role in a test-and-learn phase during Academic Year 2019/20. We will also use this information as a basis for further work with successful applicants to generate detailed annual operational plans (the “Delivery Agreement”). More information about the policy context for the TS Hubs test-and-learn phase is available in the TS Hubs Test-and-Learn Phase Prospectus or by contacting the DfE at systemleader.applications@education.gov.uk.

**The nature of your personal data we will be using**

The categories of your personal data that we will be using for this project are:

* Name
* Role
* Contact Details (email and telephone number)
* Address
* Details of associated schools/organisations

**Why our use of your personal data is lawful**

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the Data Protection legislation. For the purpose of this project, the relevant condition is that the processing is necessary for the exercise of a function of the Secretary of State or the Department as stated under GDPR Article 6 (1)(e).

**Whom we will make your personal data available to**

We sometimes need to make personal data available to other organisations. These might include contracted partners and/or other organisations with whom we need to share your personal data for specific purposes.

Where we need to share your personal data with others, we ensure that this data sharing complies with Data Protection legislation. For the purpose of this project:

* We may need to share your personal data with the National Schools Commissioner (NSC), Regional Schools Commissioners (RSC) and/or DfE-funded educational experts, their teams and, if appropriate, DfE-contracted external assessors in order to assess the strength of your application.

**For how long we will keep your personal data**

Please note that, under Data Protection legislation and in compliance with the relevant data processing conditions, we can lawfully keep personal data gathered from applications for system leadership designations purely for research and statistical purposes, indefinitely.

Should you withdraw your application for TS hub designation, we shall keep your details for the handling of any future re-applications, complaints and provision of data for internal reporting processes, indefinitely. Any personal contact information will be retained for five years and then securely destroyed.

Should you be unsuccessful in your application for TS hub designation, we shall keep your details for the handling of any future re-applications, complaints and provision of data for internal reporting processes, indefinitely. Any personal contact information will be retained for one year and then securely destroyed.

We will only keep your personal data for as long as we need it for the purpose(s) of this piece of work, after which point it will be securely destroyed. Please note that, under Data Protection legislation, and in compliance with the relevant data processing conditions, personal data can be kept for longer periods of time when processed purely for archiving purposes in the public interest, scientific or historical research, and statistical purposes.

**Your data protection rights**

Under certain circumstances, you have the right:

* to ask us for access to information about you that we hold
* to have your personal data rectified, if it is inaccurate or incomplete
* to request the deletion or removal of personal data where there is no compelling reason for its continued processing
* to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
* to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
* not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you need to contact us regarding any of the above, please do so via the DfE site at: <https://www.gov.uk/contact-dfe>.

Further information about your data protection rights appears on the Information Commissioner’s website at:

<https://ico.org.uk/for-organisations/guide-to-data-protection/principle-6-rights/>.

**Withdrawal of consent and the right to lodge a complaint**

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know via the DfE site at <https://www.gov.uk/contact-dfe> citing the name of this project (Teaching School Hub Test-and-Learn Phase), and the responsible division (School Improvement and System Leadership Division).

Alternatively, you have the right to raise any concerns with the Information Commissioner’s Office (ICO) via their website at <https://ico.org.uk/concerns/>.

**Last updated**

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version is up to date at the time of issue of the Application Pack (May 2019).

**Contact Info:**

If you have any questions about how your personal information will be used, please contact us at systemleader.applications@education.gov.uk. For the Data Protection Officer (DPO) please contact us via [gov.uk](https://www.gov.uk/contact-dfe) and mark it for the attention of the ‘DPO’.

# Teaching School Hub Application Form

## Guidance for completing this form

* 1. The questions in this form have been developed to gather evidence of experience and capacity of the proposed TS Hub, to deliver school improvement activity as set out in the prospectus**. You will need to read the** [**Application Guidance**](https://nctl.custhelp.com/ci/fattach/get/172881) **section towards the rear of this document to support you with completing the application form.**
	2. Where a word limit is indicated, any text that exceeds this limit will not be assessed. The word limit provided is an upper limit and you will not be penalised if your answer is shorter, provided there is sufficient evidence to fulfil the assessment criteria.
	3. Please answer the questions in the format set out below. In the interest of equity, only written information provided in this document will be assessed, subject to the caveats laid down in paragraphs 1.3 and 1.4; additional information, such as websites, will not be taken into account. However, we may use both published and internally-held DfE and Ofsted data, including the advice of National and Regional Schools Commissioners (NSC/RSC) or DfE-funded educational experts where appropriate, to assess applications.
	4. DfE also reserves the right to contact cited parties to confirm information given in this application and any other party we consider to be relevant to your application for ongoing information should the application be successful.
	5. DfE will not score applications which do not meet TS Hub eligibility criteria.
	6. DfE will not offer a right to appeal any decision to reject a TS Hub applicant.
	7. Please ensure that you complete all sections of this form. Completed applications must be returned by email to systemleader.applications@education.gov.uk no later than **midday on 26th July 2019.**
	8. Successful applicants will be provided with an annual Delivery Agreement template to complete, with further guidance.

# TS Hub Details

## TS Hub Details

|  |  |
| --- | --- |
| Date Application Submitted |  |
| School Name |  |
| Trust Name (if applicable) |  |
| URN |  |
| School address and postcode  |  |
| Company house number (if applicable) |  |
| Name of accountable person for:1. the school (this is usually the Headteacher)

**AND (if applicable)**1. the Multi Academy Trust (MAT) (this is usually the Chief Executive Officer)
 | Name: |
| Role: |
| Email: |
| Telephone: |
| Are you applying for TS Hub status with your MAT named in addition? | Yes [ ]  No [ ]  |

|  |
| --- |
| Was the applicant school/MAT in a deficit budget position at the end of the last financial year? Yes [ ]  No [ ]  |

If you answered 'yes' please provide an explanation of the circumstances leading

to this position and plans to resolve the deficit.

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## Area of Coverage

* 1. Please list the local authority districts that will define the new TS Hub’s geographical area.Total number of schools against the local authority districts are set out in the guidance section. If the geographical area deviates from full LAD boundaries (**by exceptional justification only**), please set out your reasoning below (500 words max)

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## Suitability

* 1. Please explain your suitability for the TS Hub role, including your expertise, experience and capacity and where applicable that of bodies or individuals that are core to supporting your application . If you have named your MAT as part of your application, please explain your reasoning. (1500 words max)

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1. **Three year Commitment**
	1. Please explain how you will provide school-to-school support to address local needs, including the DfE’s School Improvement Offer for all eligible schools over a three year period. (500 words max)

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* 1. Please explain how you will provide a comprehensive and evidence-based CPD service to schools in your locality (500 words max)

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* 1. Please explain how you will support teacher recruitment and retention in your locality (500 words max)

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## Finance

* 1. Please outline your financial model, including how much infrastructure funding your TS Hub requires to deliver your proposal (up to the permitted cap – see Guidance).[[1]](#footnote-2) (1000 words max).

|  |
| --- |
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|  |  |  |  |
| --- | --- | --- | --- |
| Academic Year[[2]](#footnote-3) | Planned TS Hub Expenditure | DfE funding | Other income sources |
| TS Hub Delivery Capacity | Non-TS Hub Delivery Capacity\* | Total | TS Hub | TSA Grant\* | TS Hub (e.g. traded services) |
| 2019/20 |  |  |  |  |  |  |
| 2020/21 |  |  |  |  |  |  |
| 2021/22 |  |  |  |  |  |  |

\*if applicable

## Governance

* 1. Please outline what the governance structure for your TS Hub will be and explain how you will hold to account any schools or other organisations which provide services covered by your 3-year commitment. (500 words max – please include a diagram if possible).

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## Accountable Person

* 1. I confirm that I agree to *[insert name of school]* submitting this application and that all the information included is correct. I understand that the TS Hub role will be a considerable commitment for this school and that we have the requisite capacity to undertake this work. I have obtained agreement in principle to support the work of the Hub from any additional schools or individuals whose capacity or expertise is required to deliver school improvement outcomes set out in the Delivery Commitment.
	2. I declare that we will engage with financial assurance, quality assurance and evaluation activity as required and understand that substantive underperformance will trigger a review of the designation with potential for funding to cease.
	3. I consent to the collection and processing of all personal data relevant to this application in accordance with the Privacy Notice contained in this Application Pack.

Name: Date:

Position:

Signature:

*Additional declaration to be completed where the applicant school is an academy:*

* 1. I confirm that I agree to *[insert name of school]* submitting this application. I understand that the TS Hub role will be a considerable commitment for *[insert name of MAT]* and commit to support *[insert name of school]* in discharging its responsibilities as a TS Hub.

Name: Date:

Position:

Signature:

**Teaching School Hubs**

Application Guidance for Test-and-Learn Phase

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# Application Form Guidance

# TS Hub Details

|  |  |
| --- | --- |
| **Success criteria** | **Additional Detail** |
| TS Hub Details |
| TS Hub is in line with eligibility criteria, and financial stability and governance quality requirements | The applicant school is eligible to become a TS Hub according to the following criteria:**Performance***KS2 Schools** Progress for Reading, Writing and Maths is above average (as defined in the DfE performance tables) for 2 of the past 3 years for either All Pupils OR Disadvantaged pupils
* Phonics results (if applicable) for 2017/18 are at or above 90%
* Percentage pupils meeting the expected standard in reading, writing and maths is above the national average for 2 of the past 3 years.

*KS4 Schools** Progress 8 score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for either All Pupils OR Disadvantaged pupils
* EBacc entries (if applicable) for 2017/18 are at or above 45%
* Attainment 8 score is above the national average for 2 of the past 3 years.

There is an eligibility checker available for key stage 2 and key stage 4 eligibility. This is available on [Contracts Finder](https://www.contractsfinder.service.gov.uk/Notice/4e3d7129-d72d-4a94-817e-5e7cf18cb3a2?p=@FQxUlRRPT0=NjJNT08=U) or by emailing systemleader.applications@education.gov.uk.Schools with other key stage performance data are able to apply providing they can demonstrate comparable high performance. Schools without performance data (e.g. special schools, Early Years, Alternative Provision settings) are able to apply if they can demonstrate that they are a high performing school, who are regarded as the best leaders in their sector. Those wishing to apply under these circumstances will be considered on a case by case basis and should complete the pro-forma relevant to their phase or context via Contracts Finder or contact the team by emailing systemleader.applications@education.gov.uk including their school name and unique reference number (URN).**Ofsted**The applicant school is rated Outstanding at its latest Ofsted inspection.**Additional criteria**The applicant should be located within the proposed area of coverage (see section 3 below).The TS Hub demonstrates financial stability and sound governance in own school/MAT for the last 3 years. This will be checked against DfE and Ofsted data to ensure no deficit budget (except in case of exceptional justification) or financial mismanagement has occurred and that no governance concerns have been identified. For an application which formally names a MAT, we will also confirm that the trust is not subject to a financial notice to improve[[3]](#footnote-4).The TS Hub named accountable person should by preference have been in post at the school for the last 3 years. (This is the named person responsible for the performance of the school – usually the headteacher. To check this, please go to <https://www.gov.uk/school-performance-tables>.) However, where this is not the case, DfE will consider the track record of the named accountable person over the last 3 years on an individual basis, including the performance of any other schools in which a leadership position has been held.Note: DfE will also conduct due diligence on schools and individuals and reserves the right to reject applications in case of adverse findings.If available, we may take into account future-year data. |
| Area of Coverage |
| The area of coverage proposed by the prospective TS Hub is eligible and falls fully within one of the eligible test-and-learn phase areas | The selected area of coverage fulfils the following eligibility criteria:* Aligns with local authority district (LAD) boundaries (other than by exceptional justification)
* Covers a minimum 200 schools and a maximum of 300 schools (some variation will be accepted if required to align with LAD boundaries)
* Falls fully within the geographical areas selected for the test-and-learn phase:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Area Number** | **Local Authority District(s)** | **AEA** **Category** | **Total State Schools\*** | **Local Authority Name** | **Regional Schools Commissioner Region** |
| 1 | Basildon | 4 | 60 | Essex | East of England & North East London |
| Braintree | 5 | 62 |
| Brentwood | 1 | 32 |
| Castle Point | 2 | 30 |
| Chelmsford | 2 | 72 |
| Colchester | 4 | 79 |
| Epping Forest | 3 | 45 |
| Harlow | 3 | 38 |
| Maldon | 3 | 21 |
| Rochford | 3 | 27 |
| Tendring | 5 | 47 |
| Uttlesford | 2 | 41 |
| Southend-on-Sea | 4 | 52 | Southend-on-Sea |
| Thurrock | 3 | 53 | Thurrock |
| 2 | Barnsley | 6 | 90 | Barnsley | East Midlands & Humber |
| Rotherham | 4 | 122 | Rotherham |
| Sheffield | 5 | 179 | Sheffield |
| Doncaster | 6 | 128 | Doncaster |
| 3 | Craven | 2 | 42 | North Yorkshire | North |
| Hambleton | 4 | 61 |
| Harrogate | 2 | 90 |
| Richmondshire | 4 | 34 |
| Ryedale | 4 | 38 |
| 4 | Milton Keynes | 5 | 113 | Milton Keynes | South Central & North West London |
| Corby | 6 | 30 | Northamptonshire |
| Daventry | 6 | 45 |
| East Northamptonshire | 6 | 36 |
| Kettering | 6 | 41 |
| Northampton | 6 | 81 |
| South Northamptonshire | 2 | 59 |
| Wellingborough | 6 | 36 |
| 5 | East Devon | 2 | 64 | Devon | South West |
| Exeter | 2 | 42 |
| Mid Devon | 3 | 39 |
| North Devon | 4 | 56 |
| South Hams | 1 | 47 |
| Teignbridge | 1 | 56 |
| Torridge | 5 | 34 |
| West Devon | 1 | 31 |
| Plymouth | 4 | 99 | Plymouth |
| Torbay | 4 | 42 | Torbay |
| 6 | Sandwell | 6 | 119 | Sandwell | West Midlands |
| Walsall | 6 | 120 | Walsall |
| 7 | Wirral | 5 | 127 | Wirral | Lancashire & West Yorkshire |
| Knowsley | 6 | 60 | Knowsley |
| Liverpool | 6 | 175 | Liverpool |
| St. Helens | 5 | 70 | St. Helens |
| Sefton | 5 | 105 | Sefton |
| Warrington | 5 | 88 | Warrington |
| Halton | 5 | 65 | Halton |
| 8 | Greenwich | 1 | 90 | Greenwich | South East & South London |
| Lambeth | 1 | 90 | Lambeth |
| Southwark | 1 | 108 | Southwark |
| Bexley | 2 | 79 | Bexley |
| Bromley | 1 | 103 | Bromley |
| Lewisham | 2 | 84 | Lewisham |
| 9 | Bradford | 6 | 211 | Bradford | Lancashire & West Yorkshire |

\*Total school numbers are offered as a general indication to help you define your TS Hub area, and were correct as of February 2019. |
| **Success criteria** | **Additional Detail** |
| Suitability |
| The applicant has suitable experience, expertise and capacity for the role, as well as strong relationships with other school improvement providers. | Good understanding of the roles and responsibilities of being a TS Hub.Strong track record, expertise, and capacity in school-to-school support, CPD and teacher recruitment and retention. Clear, ideally quantified, evidence of performance and impact at both a school and individual level. Strong relationships with other school improvement providers in the area, including other schools and MATs covering all phases and contexts[[4]](#footnote-5), as well as key DfE-recognised providers such as research schools, curriculum hubs, NPQ providers and SCITTs. Applicants should name such providers in this section.Readiness and capacity to respond to emerging requirements and DfE priorities, such as in relation to the recruitment and retention strategy[[5]](#footnote-6) (including the Early Career Framework[[6]](#footnote-7), the new specialised NPQs, and plans to review ITT). |
| Where a MAT is formally named in addition to the TS Hub school, the MAT has sufficient capacity and capability | Confirmation that capacity relevant to the role of TS Hub is mainly managed and governed at the MAT level. The NSC will advise on suitability based on the MAT’s capacity to support schools outside its MAT without detriment to its own academies.  |
| 1. **Three-year Commitment**
 |  |
| **5.1 School-to-School Support** |
| A credible approach to delivering high-quality school-to-school support.  | A robust approach to quality assuring the network of NLEs and SLEs in the local area. This includes ensuring NLEs and SLEs have access to professional development in partnership with the DfE. An effective approach to supporting the improvement of:* Schools deemed eligible for support under the 2019/20 School Improvement Offer.
* Schools awaiting academisation, where the TS Hub is commissioned by RSC to deliver interim “stabilisation packages”.
* Any school in the area that chooses to engage with the TS Hub, particularly with respect to whole-school issues including leadership and management, behaviour management, school resource management, Pupil Premium and governance.

We are looking for evidence that the applicant will make effective use of analysis, evidence and data. The applicant should explain how it will assess and monitor the impact of the school-to-school support that it offers.Where the applicant intends to engage additional schools or individuals to draw upon expertise for this area of delivery, it needs to set out their capacity and expertise, ensuring there is a robust system to monitor and assure the quality of their delivery. DfE reserves the right to suggest alternative schools or individuals at any point during the application process. We especially welcome applications that intend to draw upon the expertise of those schools which have themselves been through an improvement journey, particularly where it has resulted from fundamental change to central elements of their school structures. |
| **5.2 Continuing Professional Development** |
| A credible approach to delivery of a comprehensive service to schools in the area, which is evidence-based.   | The applicant should set out its proposed approach to offering CPD to the schools that choose to engage with it covering the full range of needs in the area. TS Hubs should offer each school in its local area the opportunity to discuss how the TS Hub can support its own CPD plans, including growing the school’s own capacity to sustain the impact of CPD. It should set out its main priorities and preferred modes of delivery. It should explain how it will ensure that it uses exclusively evidence-based approaches, and how it will train the people it engages to deliver this CPD. To this end, the applicant should explain how it will draw on any maths or English hubs, EEF research schools and NPQ providers, and how it will link schools to relevant DfE services. Where the applicant intends to engage additional schools or individuals to draw upon expertise for this area of delivery, it needs to set out their capacity and expertise, ensuring there is a robust system to monitor and assure the quality of their delivery. DfE reserves right to suggest alternative schools or individuals at any point during the application process, where those identified do not meet the expected standard. We are looking for evidence that the applicant will make effective use of analysis, evidence and data. The applicant should explain how it will assess and monitor the impact of the CPD that it offers. |
| **5.3 Teacher Recruitment and Retention** |
| A credible approach to improving the recruitment and retention of teachers in the area.  | The applicant should set out how it will reinforce the efforts of schools to recruit and retain teachers. This should cover trainee recruitment, ITT, mentoring of newly-qualified teachers and best practice in reducing teacher workload. Where the applicant intends to engage additional schools or individuals to draw upon expertise for this area of delivery (e.g. SCITT provider), it needs to set out their capacity and expertise, ensuring there is a robust system to monitor and assure the quality of their delivery. DfE reserves right to suggest alternative schools or individuals at any point during the application process, where those identified do not meet the expected standard.  |
| Finance |
| The TS Hub has a lean, efficient funding model, and rigorous procedures for monitoring financial plans.Note: TS hubs will be required to provide assurance evidence as set out in the DfE standard terms and conditions section 24 & annex G. | Clear explanation of proposed expenditure, which reflects lean and efficient administration of the TS hub, including the professional development of NLEs. Clear explanation, where applicable, of how the TS Hub intends to draw on existing infrastructure resource (including, where appropriate, MAT capacity).An equitable and efficient distribution of funds between the TS Hub itself and any additional schools or individuals which will provide expertise or capacity in support of Hub delivery.An explanation of any expected sources of additional funding, including how this will be used to support TS Hub activity, and an indication of reasonable fees to be charged to schools (e.g. system leader rates – this will be subject to final confirmation in the Delivery Agreement).A robust system of internal scrutiny to ensure high-quality outputs and delivering value for money. Note: DfE will make available an average of around £200,000 per TS Hub per annum. Up to £170,000 is available per annum for an area which contains no Category 5 or 6 local authority districts (LAD). Areas which do contain Category 5 or 6 districts will attract additional funding of up to £28,000 per LAD per annum. In practice, this means that the maximum available funding is as follows:

|  |  |
| --- | --- |
| **No of category 5 or 6 LADs in application area** | **Maximum Funding (per annum)** |
| 0  | £170,000 |
| 1 | £198,000 |
| 2 | £226,000 |
| 3 | £254,000 |
| 4 | £282,000 |
| 5 | £310,000 |
| 6 | £338,000 |

The three-year funding commitment is subject to the successful delivery of annual delivery agreements and grant conditions, as well as future decisions on budgets following spending review processes. TS hub funding is confirmed until the end of the current spending review period. The Department will confirm future funding for financial year 2020-21 in due course. Please refer to “Funding Arrangements – a supplementary note” at the rear of this document for further details on conditions and restrictions. |
| Governance |
| TS Hub demonstrates a strong internal governance structure, as well as clear mechanisms to co-ordinate and quality assure any other providers, schools or individuals with which the Hub will have a relationship. | Clear lines of responsibility and accountability for delivering all activity identified within the 3-year commitment.A nominated, experienced chair of the TS Hub governing board.A structure which reflects collaboration between the TS Hub and other providers, schools or individuals with which the Hub will have a relationship, to ensure schools have access to the best support available. A robust approach to governing financial and resource management.Robust quality assurance processes to monitor and maintain the performance of schools and individual leaders the TS Hub will deploy. |

# Application Scoring

DfE officials will undertake relevant checks to verify details and assure eligibility, both through published and internal data. Scoring will be undertaken on the basis of information and data provided. Assessors may also take account of specialist advice (e.g. other DfE officials, NSC, RSCs, DfE-funded educational experts) where appropriate, and may seek the views of interested parties to verify the information in an application. Scoring for each sub-section will be assessed in line with the following descriptors and weighting:

|  |  |  |
| --- | --- | --- |
| **Rating** | **Judgement** | **Definition** |
| **4** | Exceeds requirements | The response provided fully satisfies and exceeds the criteria detailed in the question, offering additional clearly recognisable benefits over and above the level required in the specification.The Applicant has submitted a response which fully and successfully demonstrates that they meet the criteria detailed, and in addition has identified and demonstrated factors that will offer additional benefits.  |
| **3** | Meets requirements | The response provided fully satisfies the criteria detailed in the question. The Applicant has submitted a response which fully and successfully demonstrates that they meet the criteria detailed. |
| **2** | Narrowly fails to meet requirements | The response satisfies only some of the criteria detailed in the question. The Applicant’s response exhibits some omissions with regard to meeting the criteria detailed.Some evidence is provided to support the applicant’s response. However, this is lacking in detail in one or more respects. |
| **1** | Clearly fails to meet requirements | The response clearly fails to meet a number of criteria detailed in the question.The Applicant has submitted a response which exhibits clear and significant omissions with regard to meeting the criteria detailed. |
| **0** | Nil response | No response provided |

**Overall scoring**

|  |  |  |  |
| --- | --- | --- | --- |
| **Question number – see application for full question** | **Available marks** | **Weighting given to each question\*** | **Maximum marks** |
| 2 – TS Hub eligibility | Pass/Fail | N/A | Needs to pass |
| 3 – Area of Coverage | Pass/Fail | N/A | Needs to pass |
| 4 – Suitability  | 4 | 40% | 16 |
| 5 – Three-year commitment StSS CPDR&R | 444 | } 40% | 161616 |
| 6 – Finance | 4 | 10% | 4 |
| 7 - Governance | 4 | 10% | 4 |
| **Total** |  |  | **72** |

All applications which meet the eligibility criteria will be assessed and sifted. The minimum score to meet the threshold is 3 in each question/section. The top 3 scorers will be invited for interview, with performance data being used as to rank applications in the case of tied scores.

Where the scoring at interview results in the same score, the highest pre-interview sift score will be selected. In case of an ongoing tie, performance data being used to rank applications.

# Funding Arrangements – a supplementary note

## Overview

Whilst some costs and funding have a fixed cap, others will vary according to the number of schools requiring support (in line with the School Improvement Support Offer). All funding will be agreed during the application process, and monitored throughout the lifetime of the grant.

Funding will be awarded in two blocks – infrastructure and 2019/20 School Improvement Offer.

Additional funding to deliver new policy activity that falls under the TS Hub remit, may be available if applicable, subject to funding availability and ministerial approval.

## Infrastructure Funding

This includes funding for staffing and running the central TS Hub infrastructure, as well as for overseeing the deployment and development of NLEs. The DfE will make available around £200,000 on average to each TS Hub. This comprises a ‘base’ cap of up to £170,000 per annum, increasing by £28,000 per Category 5 or 6 district fully contained within the TS Hub area.

Funding can be spent on the following:

* Staffing costs
* Travel and subsistence (total 5% with the exception of rural areas)
* Marketing and website costs up to £5,000 (this is an exception to the standard terms and conditions (T&C)

## 2019/20 School Improvement Offer

## TS Hubs will receive a variable funding amount depending on the number of schools in their area eligible for DfE-funded school improvement support, in line with the 2019/20 School Improvement Support Offer. In Academic Year 2018/19, this funding was up to £16,000 and 3 days of funded NLE activity per school. We will announce the arrangements for 2019/20 in the summer term.

## Charges to Users

We recognise that, as part of their financial model, TS Hubs will provide services to schools, either charged nominally against the School Improvement Offer funding, or on a traded basis. TS Hubs are required to give an initial indication of intended fees for system leaders in their Delivery Commitment, subject to final confirmation in the annual Delivery Agreement.

## Restrictions

All funding is awarded in line with the DfE grant funding agreement T&Cs.

TS Hubs cannot use this funding for capital expenditure or costs of office space and equipment. Please note all ineligible expenditure in section 7.3 of the DfE standard grant funding agreement.

In line with the standard DfE T&Cs applicants must inform us of expected income and any fees that you anticipate charging. You must document this fully in the Delivery Agreement submitted and agreed during application and award.

## Payment

Payment will be awarded to the lead school of the TS Hub, or where appropriate the MAT as accountable body, which will be accountable for compliance with the grant funding agreement.  This will be for an initial period to the end of the academic year based on the annual Delivery Agreement agreed during application and award (by early December 2019). TS Hubs will be required to provide assurance evidence as set out in the DfE standard terms and conditions section 24 & annex G.

A review of activity and funding will be carried out after 6 months.  This review will assess the financial position of the TS Hub against the annual Delivery Agreement and identify risks and issues.

Payment will be made in arrears based on a payment schedule agreed at award stage and in line with the annual Delivery Agreement.

## Indicative Funding Levels

Please see the table below for **indicative** funding ranges based on coverage of local authority districts. Figures have been included only for infrastructure funding. TS Hubs will also receive funding to deliver the School Improvement Support Offer. We will announce arrangements for Academic Year 2019/20 in the summer term, including flexibilities – if any – which are to be made available to TS Hubs.

|  |  |  |
| --- | --- | --- |
| **Area number** | **Local Authority District** | **Infrastructure funding** |
| 1 | Basildon, Braintree, Brentwood, Castle Point, Chelmsford, Colchester, Epping Forest, Harlow, Maldon, Rochford, Tendring, Uttlesford, Southend-on-Sea, Thurrock | £170,000 - £226,000 |
| 2 | Barnsley, Rotherham, Sheffield, Doncaster | £198,000 - £226,000 |
| 3 | Craven, Hambleton, Harrogate, Richmondshire, Ryedale | £170,000 |
| 4 | Milton Keynes, Corby, Daventry, East Northamptonshire, Kettering, Northampton, South Northamptonshire, Wellingborough | £226,000 - £338,000 |
| 5 | East Devon, Exeter, Mid Devon, North Devon, South Hams, Teignbridge, Torridge, West Devon, Plymouth, Torbay | £170,000 - £198,000 |
| 6 | Sandwell, Walsall | £226,000 |
| 7 | Wirral, Knowsley, Liverpool, St Helens, Sefton, Warrington, Halton | £198,000 - £282,000 |
| 8 | Greenwich, Lambeth, Southwark, Bexley, Bromley, Lewisham | £170,000 |
| 9 | Bradford | £198,000 |
|  | **TOTAL** | **£1,726,000 - £2,034,000** |

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1. Funding and direct delivery costs for the 2019/20 School Improvement Support Offer should be disregarded for the purposes of this 3-year commitment though you should include any costs associated with maintaining and managing underlying capacity. This aspect of funding will be agreed as part of the annual Delivery Agreement, once the 2019/20 School Improvement Support Offer has been announced. [↑](#footnote-ref-2)
2. Funding for TS Hubs, as with other system leader and government funding, is confirmed until the end of the current spending review period. The Department will confirm future funding for financial year 2020-21 in due course. [↑](#footnote-ref-3)
3. <https://www.gov.uk/government/collections/academies-financial-notices-to-improve> [↑](#footnote-ref-4)
4. ‘Phases’ includes Early Years, Primary, Secondary and 6th Form. ‘Contexts’ includes Alternative Provision (AP) and Special Educational Needs and Disability (SEND). [↑](#footnote-ref-5)
5. <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy> [↑](#footnote-ref-6)
6. <https://www.gov.uk/government/publications/supporting-early-career-teachers> [↑](#footnote-ref-7)