



Mr Graham Tanfield
Head of Leadership Delivery
Department for Education
2 St Paul's Place
125 Norfolk Street
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20th November 2017

Dear Graham

Contract between Ambition School Leadership Trust (Ambition) and the Department for Education (DfE) for the High Potential Middle Leaders (HPML) Primary Programme, Contract Reference: RD931 ("the Contract")

Thank you for your letter of 9 November 2017 informing us that Ministers have agreed to extend HPML Primary.

We understand that the Department for Education (DfE) has agreed in principle an extension to the HPML Primary Programme contract to cover recruitment and delivery of a 5th cohort, starting in August 2018 for a 2-year programme. This will extend the term of the current contract from September 2019 to September 2020, to cover year two delivery and exit.

We are pleased to submit our proposal and understand that any extension is subject to final agreement and funding and, as an extension to a current contract, DfE are unable to agree material changes to the delivery model or contract.

Ambition School Leadership understand that to legally enact change, a change control notice will:

- Vary the current contract to cover required recruitment activity and year one of delivery for the additional cohort; and
- Extend the term of the current contract from September 2019 to September 2020 to cover year two delivery and exit.

I also attach our HPML scenarios which I shared on 12 October 2017 which outlines that failure to launch recruitment by 1 December will result in a lower cohort size of 250 participants. We will plan on launching for 27 November to maximise cohort size in anticipation of your approval.

Please do not hesitate to contact me by email or [REDACTED] if you or the team have any questions on the proposal.

Yours sincerely,

James Toop

Chief Executive, Ambition School Leadership

a) Eligibility Criteria

We have revised our school eligibility criteria for this extension to reflect changes to the Key Stage 2 performance table measures for 2015/16 onwards. These criteria are summarised in the table below.

Criteria	FSM	Outcomes
High proportion of disadvantaged pupils	Over 50% Ever6FSM pupils	No other criteria
High absolute number of disadvantaged pupils	Under 50% Ever6FSM but high number of Ever6FSM pupils	The number of pupils eligible for Ever6FSM is above average, which is 200 pupils.
Medium levels of disadvantaged pupils with progress or attainment of those pupils below the national average for all pupils	25%-50% Ever6FSM pupils	The value added scores for disadvantaged pupils in reading, writing or maths is below 0 (Progress); OR Percentage of disadvantaged pupils reaching the expected standard in reading, writing and maths is below 53% (Attainment)
Those schools that do not meet the floor standard	All pupils	Percentage of all pupils meeting the expected standard in reading, writing and maths is <65%; OR Value added score for reading is < -5 OR for maths is < -5 or for writing is < -7
Schools in the highest priority geographical areas	Category 6 schools (these are the extended criteria from our HPSL contract)	The value-added progression for disadvantaged pupils in reading, writing or maths is below 0; OR Ever6 FSM is above 25% AND value added progression for all pupils in reading, writing or maths is below 0
	Opportunity Area Schools	The proportion of Ever 6 Free School Meals (FSM) pupils in the school is 20% or more; OR All schools in the West Somerset, East Cambridgeshire, Fenlands and Hastings opportunity areas (regardless of Ambition School Leadership's organisational eligibility criteria)

Where there is no data available (i.e. for new schools, small schools, special schools etc.) then the following exceptions should be used:

- If the school is completely new (e.g. Free School), and no historical data is available, eligibility will be defined on current FSM. Schools are eligible in this situation if they have FSM of more than or equal to 25%
- If the school is new because of conversion (e.g. academisation or any other case where the school is issued with a new Unique Reference Number (URN) by the DfE) then data from the old school should be used in assessment of eligibility against our core eligibility criteria.
- If the school is a PRU or a special school, then the school is likely to be eligible.

b) Cohort size

Cohort size: under this extension, we propose to recruit a cohort of 300 to start in August 2018. As under the current HPML Primary model, a year 2 cohort of 150 will start in August 2019, predominantly comprised of participants selected to progress onto a second year of the programme.

We are confident that we have the personnel, infrastructure and expertise in place to recruit high potential primary middle leaders in line with the overall cohort and geographic targets. Following the 2017 recruitment season, we have conducted a systematic review of our capability, which has resulted in the following:

- A re-structured School Partnerships team, organised in line with RSC regions to aid partnership working
- Successful retention of [REDACTED] marketing and recruitment staff, giving continuity into the 2018 season, and retaining knowledge and relationships for the organisation
- The creation of six new Area Directors, charged with developing productive peer relationships with key contacts within RSC regions
- The creation of a Candidate Services team, to improve the programme lead journey and maximise conversion from nomination to application and programme starts
- A substantial rebuild and data cleanse of our CRM tool, Salesforce, to support our field sales team and enable effective relationship management
- Introduction of the use of the marketing automation tool, Pardot, to improve lead management and conversion
- A rebuild of our management information flows, to ensure timely availability of performance data at all points of the recruitment pipeline
- Increased management scrutiny of recruitment progress, to bring any issues to light and allow the early introduction of contingency measures
- Fortnightly recruitment progress review by our Executive Committee and monthly review by the Ambition Board

In addition, we propose holding two formal recruitment reviews in partnership with the DfE to examine the impact of changing market conditions, to consider potential changes in recruitment approach, and to assess actual and forecast performance against targets. We propose holding these reviews in February and May 2018.

Further details are included in the Appendix.

c) Geographic targeting

Proposal: 70% in Areas 4-6

Our first proposal is that at least 70% of the cohort will be recruited from category 4, 5&6 areas. The remaining 30% will be recruited from category 1-3 areas.

Under this contract extension we want to continue to focus our impact and resources where they are most needed. However, we also want to ensure we are realistic about recruitment success.

[REDACTED]

We believe that by extending the geographic targeting for 70% to include area 4, rather than saying 50% areas 5&6 and 50% 1-4, that achieves the balance of giving greater control to DfE to focus the programme on the highest need areas while making it deliverable for Ambition School Leadership.

We will also reduce our school contribution in areas 5&6 where the scholarships are present, as set out in section d) to increase uptake without increasing the unit cost to DfE.

Summary

Our targets are summarised below:

	Total	Areas 4-6	Areas 1-3	Opportunity Areas
Year 1	300	210	90	<i>Tbc in collaboration with DfE</i>
Year 2	150	105	45	<i>Tbc in collaboration with DfE</i>

Areas 5&6 Additional Targeting Activity

In order to achieve the target uptake in areas 5&6 and Opportunity Areas we will develop locally focused strategies for each target area. We will identify key networks, influencers and heads to approach for speaking slots at events (MAT, LA, Diocesan and TSA meetings) and draw on trusted recommendations from our local network.

Given the introduction of free NPQs in areas 5&6, we will focus programme marketing and messaging on the additional value and impact offered by the Teaching Leaders secondary programme. This will include:

- Emphasis of programme quality, evidenced by the DfE-commissioned research report from Ipsos Mori
- Selection process, to ensure cohort comprises mission-aligned, like-minded leaders
- Transformative residential learning events, encompassing unique experiential learning
- Integral leadership coaching from expert coaches
- Access to the national Teaching Leaders cohort, providing a sustainable network of support
- Opportunity to gain NPQML and NPQSL

We will seek to work collaboratively with the DfE regional delivery team to navigate the local education landscape – such as the SRIBs – and to reinforce the case for investment in the quality leadership development offered by Teaching Leaders.

Opportunity Areas Targeting

As there is already a range of activity planned in OAs, we will seek to work in partnership with the DfE OA team and with DfE local OA leads in order to integrate with work already underway and maximise uptake. Thank you for agreeing to broker early conversations with OA teams.

[REDACTED]

In particular, we will:

- Aim to include Teaching Leaders in the delivery plans being prepared by local teams in the second wave OAs
- Enlist advocacy from existing partners and network members in OAs

[REDACTED]

[REDACTED]

[REDACTED] Endorsement and support from the DfE will go some way to helping us achieve the cut through that we need. DfE research has already proven the impact that the Teaching Leaders programme has made; this evidence can act as a lever to amplify awareness of the programmes.

Specifically, we request that DfE consider the following support towards recruitment:

- **Visible ministerial support, demonstrated by: a ministerial event and visit in Spring 2018 as well as the inclusion of HPML case studies and statistics in other relevant ministerial speeches.** We have had success in the past with delivering events and good audiences for ministers and know that these help build awareness.
- **Regional School Commissioner events, communications and newsletter bulletins, particularly in opportunity areas.** [REDACTED]
- **A DfE introduction and endorsement of our work with each Opportunity Area team and a recommendation that our high-potential programmes become integrated into their area plans.** These teams would also be excellent local advocates for us and we would like the opportunity to work in partnership with them.
- **DfE advocacy and support for programmes in Areas 5 & 6 in line with TLIF programmes given the future inclusion of HPML as part of the next round of TLIF**
- **Mutually beneficial and regular contact and communications from the DfE communications team through the usual channels e.g. Twitter, newsletters, blogs**

d) School Contributions

We propose to retain the basic level of school contributions at their current level of **£1,000 per person**. In order to encourage uptake of the programme in areas 5 & 6, we propose to reduce the price in these areas to **£500 per person**.

We can confirm that the current participant unit cost to DFE of [REDACTED] will not increase and our total cost to the DFE will not exceed [REDACTED]

We have already found significant savings in staffing ratios and back-office costs in order to deliver this Programme under the current (2016-19) contract extension at a lower per-head cost than the original contract. To deliver this new, smaller contract extension at the same per-head cost (which does not allow for fixed costs of delivery) we will both find further savings, as identified in the cost matrix, [REDACTED]
[REDACTED]

This will not impact negatively on delivery of the programme and its outcomes.

e) Costings

See attached cost matrix. We note that the Cost Matrix makes reference to VAT treatment. As an education training charity we are eligible for a VAT exemption, so we do not reclaim any VAT payable to our suppliers nor do we charge any VAT on our services.

f) Programme Model Adjustments

We are not proposing any changes to the current Programme model.

We have allocated a small budget to review and update materials if policies change, or for any other reason outside of our control. We continue to have a regular cycle of quality assurance for all our facilitation, and a monthly review of delivery scores. We will update this process for the extension with an online approach to review of participant satisfaction, and a periodic survey of participants to understand how their behaviour changes as a result of the programme.

Our senior delivery team has remained unchanged over the duration of the entire contract, and now has a total of over eight years' experience of delivering this programme.

g) Risk register

See attached Risk Register.

h) Project Implementation Plan

See attached Project Implementation Plan, covering key milestones, timescales and dependencies in the delivery of the extension.

APPENDIX Marketing and Communications Plan

In order to achieve the recruitment of this cohort and this geographic targeting, we will use low and no-cost marketing to raise awareness of the Teaching Leaders brand. Our marketing and recruitment activity falls into four strands:

1. Leveraging our pre-existing marketing commitments for all Ambition School Leadership programmes, at no cost to this programme:
 - A profile raising campaign launching in January 2018, featuring monthly themed leadership content delivered across multiple platforms
 - A dedicated TES leadership supplement in Spring term 2018, including a focus on middle leadership and the Teaching Leaders programme
 - Free speaking slots and stalls at key national education conferences including [REDACTED]; and at regional events including through partners such as the RSC teams and multi academy trusts
 - Free editorial content in major sector publications including [REDACTED]

2. Coordinated digital and e-marketing activity:
 - Promotion to 22,500 Twitter followers and via a regular blog with 7,000 monthly hits
 - Search Engine Optimisation, ensuring our website and the Teaching Leaders brand is prominent to potential applicants
 - Engagement with online communities (#WomenEd, #BameEd, #SLTChat, #PrimaryRocks)
 - Monthly e-newsletters to our network with an 8,000 open rate
 - Free targeted email campaigns to our database of school leaders, utilising free tracking software to monitor open rates and click-throughs, and allowing targeted follow up activity

3. Mobilising advocates to extend reach, enhance credibility and influence decision-makers:
 - Establishing and maintaining relationships with key local influencers such as TSC reps, RSCs and their teams, DfE regional delivery staff, LA and Diocesan staff, and multi academy trusts
 - Using tailored messaging and boilerplate copy to mobilise advocates, allowing them to easily raise awareness amongst their contacts
 - Capturing and utilising case studies and testimonials from prominent partners to influence our priority audiences
 - Securing additional reach through partner comms channels, such as targeted e-marketing to [REDACTED]

4. Reaching headteachers through local channels:
 - Attending LA, Diocese, MAT and RSC headteacher meetings and delivering presentations
 - Seeking introductions from neighbouring existing partner schools, network members and other common contacts
 - Contacting headteachers directly through Twitter and LinkedIn
 - Targeted phone calls to cold schools where influencer and other comms channels have not proved effective

