

# Initial Teacher Training (ITT) Provision Expansion pilot– opportunity to support schools in greatest need

**Introduction**

The government wants to ensure every young person can reach their potential – and great teachers are at the heart of this. In the government’s social mobility national plan, [*‘Unlocking Talent, Fulfilling Potential’*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/667690/Social_Mobility_Action_Plan_-_for_printing.pdf) the first challenge is to improve the quality of teaching in challenging areas and schools.

Currently there are variations in teacher supply challenges across the country, often at school level, including (but not exclusively) some poor-performing schools struggling to recruit the teachers they need to improve their outcomes. While expansion in school-led teacher training provision has been successful, the increase in national training capacity has not yet delivered new supply to some schools most in need of new teachers.

Research evidence[[1]](#footnote-2) suggests that participation in ITT can contribute to school improvement. However, we are aware that many currently underperforming schools in some regions and areas of the country struggle to engage in ITT, limiting their capacity to recruit the new teachers they need, and in turn limiting their capacity to improve.

Following the announcement in the 1 October 2017 [Press Release](https://www.gov.uk/government/news/new-education-and-skills-measures-announced) and commitments made in the social mobility action plan, the department intends to incentivise ‘Outstanding’ ITT providers to expand their provision in challenging areas for teacher recruitment including to schools not currently involved in ITT that are Ofsted Category 3 or 4. This is intended to improve the supply of trainee teachers, promote school improvement through ITT, support teacher retention, and remove obstacles to social mobility in these regions and their schools.

Bids might target one or more of the category 5 and 6 [‘Achieving Excellence Areas’](https://www.gov.uk/government/publications/educational-excellence-everywhere) and/or one or more of the 12 [Opportunity areas](https://www.gov.uk/government/publications/social-mobility-and-opportunity-areas). Providers may also propose any other area as long as they supply compelling evidence of teacher supply need and impact in their bids. Providers should ensure that they utilise current published data, including, but not limited to the recently published [Teachers Analysis Compendium 3](https://www.gov.uk/government/statistics/teachers-analysis-compendium-3).

Support for those who are successful will include:

* assistance from a DfE associate
* funding, which we anticipate, subject to bids, will be distributed as follows:
  + seed-funding to subsidise the establishment of new provision. Seed funding is to support providers to build the infrastructure they will need to successfully expand their provision
  + payments to providers for each trainee training in a participating grade 3 or 4 school new to the partnership. These payments are intended to help providers build training capacity in the target schools
  + payments to schools for each trainee training in a grade 3 or 4 school new to the partnership. These payments are intended to help schools build training capacity
  + payments for providers when NQTs secure a teaching post in a participating eligible school. These payments are intended to help providers support NQTs in the early stages of their careers

We would like to invite you to submit a bid detailing your proposed model of expansion. When preparing your bid, you should address the objectives below.

**Objectives**

The content of your bid must address the objectives of this exercise. The department intends to incentivise providers to:

* increase trainee supply in areas of poor teacher recruitment and retention
* improve the supply of newly qualified teachers to category 3 and 4 schools located in challenging areas
* promote category 3 and 4 school improvement through their involvement in ITT
* remove obstacles to social mobility

**Process**

Expression of Intent

In order to be eligible to make a submission, you must first submit an Expression of Intent form to [ITT.INNOVATION@education.gov.uk](mailto:ITT.INNOVATION@education.gov.uk), stating your accredited provider name, target expansion region, partner schools *(where known)*, and provider contact information.

The Expression of Intent form confirms that you have consulted with colleagues and potential partners, including schools, and that you will be working on a submission for this exercise. You are not obliged to submit a bid if you express intent, but you cannot submit a bid if you have not submitted the Expression of Intent form by the stated deadline.

The Expression of Intent form should be submitted to the department by 30th April 2018, and is available at **Annex A**.

**Submission**

This is a **single stage submission** -you must complete all sections below.

You must provide Applicant Information (1), confirm your eligibility (2) and submit a full bid (3) which is further sub-divided into the following sections:

**Section A** requires you to submit a strategic overview (3.1 - 3.3).

**Section B** requires the submission of a detailed delivery plan with supporting evidence (3.4 – 3.6).

**Section C** requires you to provide a list of proposed partner schools.

**Section D** requires you to provide countersigned agreements from proposed partner schools.

**There is no maximum word count for the sections. The strongest submissions are succinct, whilst containing sufficient detail to address the questions.**

**Timings**

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| **Process** | **Date** |
| Expression of Intent deadline | 30/04/18 |
| Submission deadline | 03/06/18 |
| DfE assessment – additional information may be requested | Up to 29/06/18 |
| DfE confirms approval to successful providers once all requested information has been supplied | w/c 02/07/18 |
| Seed funding awarded to successful providers | 2018 TBC |
| Implementation stage | July 2018 – August 2019 |
| Delivery under new model | From September 2019 |

#### Scoring matrix

All expressions of interest received will be scored using the following evaluation and scoring methodology. The evaluation criteria for each of the questions, within each section, are detailed below.

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| **Evaluation scoring matrix** | |
| Responses will be scored on a 4-point scale and evaluators will use this to assign a score to each response. | |
| **Score** | **Guidance** |
| **0** | No response |
| **1** | The response does not fully meet all the stated requirements. |
| **2** | The response meets all the stated requirements. |
| **3** | The response meets all the stated requirements with added value. |

### Submitting documentation to DfE

All content submitted must:

* be original
* be in Word format (not PDF)
* be proofread for spelling, punctuation and grammar
* use font size 12
* use correct and up-to-date terminology

**Completed bids should be submitted electronically to** [ITT.INNOVATION@education.gov.uk](mailto:ITT.INNOVATION@education.gov.uk)

DfE reserves the right to:

* clarify information provided in a response and may seek independent advice to validate information declared or to assist in the evaluation
* cancel the Expression of Intent process and reject all proposals at any time
* decline to support part or all of any proposal
* refuse to consider a submission based on:
  + failure to submit an Expression of Intent form in the required timeframe
  + the answers given in the eligibility check section

**Successful bids**

Partnerships whose bids are successful will start implementation work in July 2018 to deliver under the new model from the 2019 trainee cohort.

Support for those who are successful will include:

* assistance from a DfE associate
* funding, which we anticipate, subject to bids, will be distributed as follows:
  + seed-funding to subsidise the establishment of new provision. Seed funding is to support providers to build the infrastructure they will need to successfully expand their provision
  + payments to providers for each trainee training in a participating grade 3 or 4 school new to the partnership. These payments are intended to help providers build training capacity in the target schools
  + payments to schools for each trainee training in a grade 3 or 4 school new to the partnership. These payments are intended to help schools build training capacity
  + payments for providers when NQTs secure teaching posts in participating eligible schools. These payments are intended to help providers support NQTs in the early stages of their careers.

**Post-award evaluation**

Our aim is to use ongoing findings from this exercise to provide insight, develop future policy, and promote change across the wider sector.

We will expect to work with successful providers to monitor progress and capture learning. This is likely to involve:

* DfE associate support visits to partnerships
* partnerships providing summary progress reports, including qualitative, quantitative, and financial updates
* partnerships participating in occasional face-to-face workshops and/or online events

**ITT Provision Expansion pilotsubmission**

### Provider information

|  |  |
| --- | --- |
| Name of ITT provider: |  |
| Name of lead contact: |  |
| Email address: |  |
| Telephone number: |  |

### Eligibility check

|  |  |
| --- | --- |
| Please answer (Y/N) to all questions. Failure to provide an answer to any of these questions will lead to rejection of the expression of interest | Y/N |
| 2.1 Are you an accredited provider of ITT in England? |  |
| 2.2 Do you propose to expand primary ITT? |  |
| 2.3 Are you currently rated ‘Outstanding’ for primary ITT? |  |
| 2.4 Do you propose to expand secondary ITT? |  |
| 2.5 Are you currently rated ‘Outstanding’ for secondary ITT? |  |
| 2.6 Are you able to commit to undertake implementation work in 2018 to deliver your new model from 2019? |  |
| 2.7 Does your proposal comply with all the current [ITT criteria](https://www.gov.uk/government/publications/initial-teacher-training-criteria)? |  |
| 2.8 Do you propose to use only existing ITT routes? |  |

### Bid

Responses will be assessed on whether they provide good evidence, demonstrate need, are deliverable and clearly address the objectives of this pilot.

As a minimum, your response should address the bullet points under each question.

#### Section A- Strategic overview

This section requires you to submit an overarching strategy statement of **what** action you propose to target challenging areas, increase teacher supply, and promote school improvement.

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| **3.1** | Overview: How will your proposal address the pilot’s objectives? (Guide 1000 words) |
| The objectives for this pilot are to:   * increase trainee supply in areas of poor teacher recruitment and retention * improve the supply of newly qualified teachers to category 3 and 4 schools located in challenging areas * promote category 3 and 4 school improvement through their involvement in ITT * remove obstacles to social mobility | |

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| **3.2** | Trainee Supply: How will you address trainee supply in grade 3 and/or 4 schools in challenging areas? |
| Your response should address:   * how have you identified your intended area(s) of operation? * how have you identified your target new schools? * what are the characteristics of the schools you have identified? * what research have you undertaken/considered to inform your proposed expansion plans? * what strategies will you use to promote a new supply of trainees to these schools? * how many trainees will you deliver and in which phases and subjects? | |

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| **3.3** | NQT Supply: How will you address NQT supply in grade 3 and/or 4 schools in challenging areas? |
| Your response should address:   * what analysis have you undertaken to understand teacher supply in your target schools and area(s)? * what strategies will you implement to address these teacher supply issues? | |

#### Section B - Delivery plan

This section requires you to expand on your strategies, providing more specific detail on **how** your proposal will be delivered, resourced, and evaluated.

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| **3.4** | Delivery: How will you deliver your proposals? |
| Your response should address the following:   * how will the partnership work together to deliver robust and sustainable:   + effective recruitment and selection   + training capacity across the partnership   + tailored training programmes   + high quality assessment of trainees   + effective quality assurance processes * how will you involve Category 3 and/or 4 schools in all aspects of your provision? * how will you address the specific training needs of trainees in Category 3 and/or 4 schools? * how will you promote school improvement and social mobility? * how will your partnership provide ongoing support for NQTs? * provide a comprehensive delivery plan, including a timeline with clear milestones against the aims set out in your proposal, roles and responsibilities, and a risk register that appropriately manages the identified risks. | |

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| **3.5** | Finance & Resources: How will you resource your proposed expansion activity to ensure value for money? |
| Your response should address the following:   * provide a clear and comprehensive three-year financial plan, based on optimum and minimum number of trainees, including a breakdown of income and expenditure. This should include:   + sources of income and revenue, including requested amount of funding from DfE and breakdown of proposed spend   + underlying assumptions and detailed narrative behind the figures. * provide a financial risk register * how will you sustain this provision beyond the period of funding? | |

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| **3.6** | Evaluation : How will you evaluate and quality assure your proposal and mitigate risks to delivery? |
| Your response should address the following:  How will…   * you ensure high quality ITT provision across your new partner schools? * your quality assurance process secure continuous improvement? * subsequent actions be identified, reported and acted upon? * you ensure compliance with the [ITT criteria](https://www.gov.uk/government/publications/initial-teacher-training-criteria/?)? * you measure impact against targets and milestones? | |

#### Section C- Proposed partner schools

Please include partner schools that will be involved in the expansion activity, whether as a new partner or an existing partner that will support the expansion in another way.

Table is available at **Annex B**.

Please complete all sections of the table and add additional rows as necessary.

#### Section D - Countersigned agreements

These agreements will provide DfE with evidence of the active involvement of your proposed partner schools and will be used to verify eligibility for funding where applicable.

Please provide countersigned agreements for all schools involved in this proposal.

Template available at **Annex C**.

**Annex A**

**Expression of Intent form**

|  |  |
| --- | --- |
| **Provider name:** |  |
| **Target expansion region(s):** |  |
| **Partner schools:**  *(list if known)* |  |
| **Provider Contact information** |  |
| **Contact name:** |  |
| **Contact email:** |  |
| **Contact telephone:** |  |

I confirm my intention to submit a bid for the ITT Expansion pilot by the deadline of 3rd June 2018.

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| **Signature:** |  |

Following the Expression of Intent deadline, the Department for Education will share provider contact details and targeted regions with other providers who have submitted Expression of Intent forms for the Initial teacher training (ITT) Expansion pilot.

If you do not wish your details to be shared in this manner, please tick this box:

**Annex B**

**Proposed partner schools table**

Please include partner schools that will be involved in the expansion activity, whether as a new partner or an existing partner that will support the expansion in another way.

Please complete all sections of the table and add additional rows as necessary.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| School name | School type | Local Authority | Postcode | Is the school in a category 5/6 Achieving Excellence and/or Opportunity Area? | Ofsted grade | New partner | Is the school currently involved in any ITT partnership? If yes, provide detail | Contribution to expansion | Any other relevant details |
| *Trunchball Primary* | *Academy* | *Scarborough* | *YO11 1NT* | *Opportunity Area* | *3* | *Yes* | *No* | *Offering school based training* |  |
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**Annex C**

**Countersigned agreements**

These agreements will provide DfE with evidence of the active involvement of your proposed partner schools and will be used to verify eligibility for funding where applicable.

Please provide countersigned agreements for all schools involved in this proposal.

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| **Accredited Provider name:** |  |
| **Proposed partner school name:** |  |

This document confirms that the parties named above have discussed the details of the Department for Education’s Initial teacher training (ITT) Expansion pilot.

This document also confirms that both parties have come to an agreement in principle to work in partnership to achieve the aims of the ITT Expansion pilot.

This document does not form a binding legal commitment, and either party may terminate the agreement by giving reasonable notice to the other party.

Any other legal commitments/agreements/contracts entered into by the parties exist wholly separate from this agreement in principle.

|  |  |
| --- | --- |
| **Accredited Provider signature:** |  |
| **Proposed partner school signature:** |  |

1. Does school‐based initial teacher training affect secondary school performance?- **Hurd 2008**

   The Impact of Trainee Teachers on School Achievement- **Hurd 2007**

   The Costs and Benefits of Different Initial Teacher Training Routes- **Institute for Fiscal Studies 2014** [↑](#footnote-ref-2)