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| ECSC Dynamic Purchasing System – Invitation to Tender (ITT) | | | | | | |
| *Supplier notice*  Please note that responses to this ITT need to be made electronically through Jaggaer by completing the ‘My Response’ section. Further guidance on this process can be found on [Jaggaer](https://www.screencast.com/t/o6NHgMNjnf?_ncp=1608711866229.1070391-1).  **\*There was a Word application form initially visible on Jaggaer and in the notice but please disregard this as responses can only be made electronically through Jaggaer. Jaggaer will only allow 2000 characters response per question which equates to approximately 350 words with spaces.** | | | | | | |
| Title | | | National Attendance and Behaviour Ambassador | | | |
| Contract Manager | | | Ben Jaab | | | |
| Requirements | | | | | | |
| Background | | | | | | |
| In 2023/24, 20% of children were persistently absent from school and in December 2024, only 42% of secondary pupils rated behaviour as “good” or “very good” in their school in the past week. In addition, the Department for Education’s National Behaviour Survey found that, in May 2023, managing misbehaviour caused the loss of 7 of every 30 minutes of teaching time. Ofsted rating and survey data suggests good behaviour is associated with higher attendance. Lower levels of exclusion are also associated with higher attendance.  National Attendance and Behaviour Ambassadors will provide strategic oversight of all elements of attendance and behaviour policies, including shaping how the Department for Education can best support schools to improve their practice through school-to-school support and the provision of best-practice resources. Ambassadors will be expected to shape school-level support by applying their expertise to the overall operation and strategy of the support offer. | | | | | | |
| Mandatory Requirements | | | | | | |
| As part of this ITT, there are a number of specific requirements which must be met. These can be found within the ‘My Response’ section of the Jaggaer ITT. Please note that the Department for Education may at its absolute discretion refuse to consider your bid depending on your response to these requirements. | | | | | | |
| Detailed Requirements | | | | | | |
| Quality | | | | | | |
| **Service Requirements:**  National Attendance and Behaviour Ambassadors will work closely with the Department for Education on the development of new and emerging policy related to behaviour and attendance in schools. Ambassadors will also provide national oversight to support delivered to schools through the Attendance and Behaviour Hubs programme, delivered with Regional Improvement for Standards and Excellence (RISE). This will include promotion of the Department for Education’s support programme; shaping a strategy for delivery; training schools to provide support and some delivery of the hubs programme.  Ambassadors will set the high-level focus, allowing professionals working within each region to focus on delivery from lead schools and monitoring the progress of schools in need of support.  The National Attendance and Behaviour Ambassadors shall use all reasonable endeavours to achieve the following aims:   * Act as a credible voice, in the education sector, to advocate for Government policy on attendance and behaviour and the implementation of an inclusive approach to mainstream education, including through engagement with schools, Multi-Academy Trusts and others in the education sector * Support the DfE, including Regional Improvement for Standards and Excellence   RISE) teams; to develop a support offer for schools through new attendance and behaviour hubs to improve attendance and/or behaviour practice   * Support the DfE’s wider attendance agenda by reducing variation in school practice between the strongest and weakest schools and helping schools and responsible bodies to meet the statutory expectations and make effective and targeted use of their attendance data. This includes focusing on the use of data and effective school/trust practice * Support the aims of the DfE’s behaviour agenda, including promoting a culture of belonging and safety in school for pupils and staff.   The National Attendance and Behaviour Ambassadors shall use all reasonable endeavours to achieve the aforementioned aims by focusing on the following objectives:   * Work with the DfE and Ministers to help shape national behaviour and attendance strategy and priorities * Work with the DfE to develop a school-to-school support offer through a new attendance and behaviour hubs programme. As part of this, ambassadors will focus on:   + Working with the DfE to design a support approach which supports schools to improve their behaviour, conduct and attendance, whilst ensuring that they are also safe and inclusive environments   + Identifying and building on effective practice from the previous [attendance](https://www.gov.uk/guidance/attendance-hubs) hub (unfunded) and [behaviour hub](https://www.gov.uk/government/publications/access-support-from-school-hubs/behaviour-hubs) (funded) programmes   + Improving school leadership, practice and culture   + Reducing staff time spent managing behaviour issues   + Reducing teaching time lost due to low-level disruption or classroom removal   + Supporting schools to use data effectively to target their efforts. * Ensure that any support offer on behaviour or attendance meets the DfE’s wider aims and objectives * Work with policy officials on specific pieces of policy development as these arise * Promote the DfE’s priorities and agenda through ongoing stakeholder engagement, speaking opportunities and conferences * Work with the DfE on broader pieces of work relating to behaviour and/or attendance policy, including the development of resources, new policy and other aspects of support for schools and the wider education sector.   Ambassadors do not need to be experts in both attendance and behaviour. They must, however, be able to demonstrate expertise in at least one of these areas. | | | | | | |
| Place | | | | | | |
| The successful bidder will be expected to primarily work in their own location (home-based/fully remote). They will be an expectation to attend some events (such as school visits and conferences) in person.  There is a requirement that the successful bidder will have regular teleconference meetings with the Department for Education Contract Manager and other officials as required.  The Department for Education recognises that the Supplier may from time to time in delivering the agreed work under this contract incur expenses. As such, the Department for Education extends the right to the Supplier to claim for only those expenses directly incurred in delivering the work and in accordance with the Department for Education’s expenses policy.  Expenses plus VAT for travel, subsistence, and overnight accommodation associated with the role may be charged by the Supplier on each submitted invoice, with evidence of expenditure. Expenses will be reimbursed at the standard Departmental rates in line with the standard expenses policy.  The Department for Education shall have absolute discretion over the validity and reimbursement of any expenses incurred by the Supplier.  The successful bidder will use their own equipment and their own internet connectivity, ensuring Government and local authority information and data security rules are adhered to. | | | | | | |
| Quantity | | | | | | |
| Throughout the life of the contract term from July 2025 to March 2026, it is expected that the Ambassador will deliver up to 40 days of support, on an ad-hoc basis, throughout each year.  Subject to funding, this contract will be extended for a further year, to March 2027.  Please note the contract can be ended early at the absolute discretion of the Department for Education.  The Department for Education reserves the right to extend the end date of this contract by up to 12 months and will give one month’s prior notice of our intention to do so. The 12-month extension may be in full, or in multiples of one month up to the full 12-month potential. This may include a negotiated reduction or increase in the number of call-off days per month. Any negotiated extension offered by the Department for Education would be without prejudice.  The maximum daily rate is £600, including expenses and excluding VAT, where VAT is applicable. The successful applicant must advise where VAT is applicable. | | | | | | |
| IT, Publicity and media enquiries | | | | | | |
| Successful bidders are required to use their own IT equipment.  The supplier shall not make any press announcements without the Department for Education’s prior written approval. Any such press announcements shall remain subject to the rights relating to Confidential Information.  The supplier shall not publicise, share or externally discuss elements of unpublished Government policy.  The supplier shall not publicise the Contract in any way unless required to do so by law.  The supplier shall not do anything or permit to cause anything to be done, which may damage the reputation of the Department for Education or bring the Department for Education into disrepute. | | | | | | |
| Evaluation Process and criteria | | | | | | |
| All quotations received will be evaluated against the evaluation criteria and scoring methodology as stated within this ITT and Jaggaer. | | | | | | |
| The evaluation criteria for each of the questions, within each evaluation section, are detailed below along with the weighting to be applied.  In the case of more than one bidder achieving the same score following evaluation, we will use the response to question 2.2.1, with the bidder scoring highest for this response being awarded the contract. If the scores remain the same subsequently, we will then repeat this process comparing scores for the question responses in turn, in the following order, 2.2.2, 2.3.1, until a bidder is identified as scoring higher.  For a bidder to be successful they will need to achieve a minimum score of 3 or higher for each question. Bidders who score 2 or less for any question shall be automatically discounted.  Only upload the information requested and where directed to do so. Any additional documentation will not be evaluated.  This contract shall be awarded based on the scores achieved against the scored questions in this document ONLY. Bidder’s scores will be ranked using scores and weighting detailed within this document, with the highest scoring bidder being awarded the contract.  Where scores are tied following the evaluation process, the DfE reserves the right to interview candidates, at their discretion. Where a decision is taken to conduct interviews, the following actions will be taken:   * Prospective suppliers who are successful at tender evaluation stage and score over a mark of 3 will be invited to interview, where a mutually suitable interview date and time will be arranged. At this point, any requirements for reasonable adjustments will be noted * The panel will be comprised of at least three individuals * Interviews will take place virtually, and joining instructions will be provided in advance   NOTE: We work to ensure a fair open and transparent processes. To support this the following actions will be taken:   * C.V.s will not count towards the scoring criteria * Bidder’s response to questions in this ITT will be scored against the detailed requirements listed under the section marked ‘A satisfactory bid will include evidence of’ and assigned a score from the evaluation scoring matrix * Evaluators scoring the bidder’s response will only be able to consider what has been written within the bidder’s response, no assumptions or external knowledge will be taken into account * Words above the maximum word count stated for each question will be redacted and not scored. | | | | | | |
| Evaluation Scoring Matrix  Responses will be scored on a 5-point scale and evaluators will use this to assign a score to each evaluation question response. **Where possible, please ensure you provide specific detail and examples that demonstrate your suitability including references to specific tasks / activities / behaviours shown.** | | | | | | |
| Score | | Guidance | | | | |
| 1 | | Does not meet the requirement or has not answered the question.  Does not comply and/or insufficient information provided to demonstrate that the Bidder has the understanding and skills required to provide the services, with little or no evidence to support the response | | | | |
| 2 | | Major reservations.  Considerable reservations of the Bidder’s understanding and skills required to provide the core services, with little or no evidence to support the response. | | | | |
| 3 | | Satisfies the requirement.  Demonstration in the Bid of the understanding and skills required to provide the services, with adequate evidence to support the response | | | | |
| 4 | | Satisfies the requirement with minor additional benefits.  Above average demonstration in the Bid of the understanding and skills required to provide the services. Response identifies factors that will offer potential added value, with evidence to support the response. | | | | |
| 5 | | Exceeds the requirement.  Exceptional demonstration in the Bid of the understanding and skills required to provide the services. Response identifies factors that will offer potential added value, with substantial evidence to support the response. | | | | |
| The Department for Education expressly 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 ITT process at any time prior to award of a contract without incurring any liability * At its absolute discretion, refuse to consider an application depending on the answers given to the mandatory requirements. | | | | | | |
| Evaluation Section 1.1: Mandatory Requirements | | | | Section Weighting: 0% | | |
| Ref | Question(s) | | | | | |
| 1.1.1 | The Department for Education will check your capacity for any live contracts and may at its absolute discretion refuse to consider your response further if it is deemed that you do not have the required capacity. This includes an initial check at the outset (in which case your bid might not be scored) | | | | | |
| 1.1.2 | Have you read and accepted the Terms and Conditions set out in Documents: DPS Membership Agreement and DPS Call off Terms and Conditions, which can be found within the attachments for this tender. Y/N | | | | | |
| 1.1.3 | Do you have experience, knowledge and understanding of government policy on attendance and/or behaviour in schools? | | | | | |
| 1.1.4 | Do you have experience, knowledge or understanding of government-funded school-to-school support programmes for attendance and/or behaviour? | | | | | |
| 1.1.5 | Have you declared all your interests? Bidders must declare any interest(s), specifically, any links, roles, or positions held with any government department within the past 10 years (this should include voluntary as well as contractual roles). Providing this information does not preclude bidders from the bidding process but allows the Department for Education to check that bidders will not present a conflict of interest. Due diligence checks will be undertaken prior to allocation of individual projects. We will take into account the following:   * Involvement in financial irregularity; * A pay-off from a previous period of public sector employment;   Bidders are asked to describe any such associations, attached to this application. The Department for Education reserves the right to exclude bidders based on the information provided or identified through our due diligence checks. | | | | | |
| 1.1.6 | This role requires a strict time commitment from suppliers, ensuring that they can provide the number of days, per year, as stated in this ITT. Can you confirm that, if appointed, you will be able to make this commitment? | | | | | |
| Evaluation Section 1.2: Further Information | | | | | Section Weighting: 0% | |
| Ref | Question | | | | | |
| 1.2.1 | Are you classed as a Small or Medium Enterprise (SME)? | | | | | |
| 1.2.2 | Please confirm that all monies you receive in respect of contract(s) you have with the Department for Education are being paid into your company bank account, if applicable | | | | | |
| 1.2.3 | Please select your trading status:   1. public limited company 2. limited company 3. limited liability partnership 4. other partnership 5. sole trader 6. third sector 7. other | | | | | |
| 1.2.4 | Please provide your company registration number or relevant registered number for if you are a charity etc. if applicable | | | | | |
| 1.2.5 | Please attach details of 2 referees. The Department for Education reserves the right to contact these referees and obtain references in undertaking previously mentioned due diligence checks. | | | | | |
| 1.2.6 | Please provide an exhaustive list of any existing contracts you or your organisation currently holds for the delivery of services for or in conjunction with any government department. | | | | | |
| Evaluation Section 2.1: Technical Requirements | | | | Section Weighting: 100% | | |
| Ref | Note(s) | | | | | |
| 2.1.1 | The response limit for each question is 2000 characters (approximately 350 words including spaces). Any content exceeding 2000 characters will not be considered for evaluation.  The Authority may at its absolute discretion refuse to consider a bid if the score achieved in the technical section is below 60%. | | | | | |
| Ref | Question | | | A satisfactory bid will include evidence of; | | Question Weighting: |
| 2.2.1 | Ambassador skills  Please demonstrate your track record of supporting schools to implement sustainable change to behaviour or attendance practice.  Explain how you have up to date knowledge of the educational landscape with regard to behaviour culture or strategies to improve pupil attendance in primary and/or secondary schools.  Set out your experience/expertise and impact of securing successful outcome(s) for schools and children through developing senior leaders by working collaboratively, coaching and mentoring. | | | The evaluation will look for evidence and examples of:   * contribution to successful school improvement in a range of contexts. This includes challenges related to leadership and embedding new whole-school policies * Identifying priorities for improvement and planning activity to achieve sustainable improvement in schools for behaviour and/or attendance * applying excellent understanding of school leadership structures and strategies to identify issues and directly support improvement in a school or schools * effectively monitoring and challenging progress against agreed plans and ensuring that improvement work is carried out at pace and having impact * understanding the impact and outcomes of interventions, including those relating to children with SEND * supporting schools in embedding changes * encouraging creative new ways of working, including through organisational structures and external relationships. | | 40% |
| Ref | Question | | | A satisfactory bid will include evidence of; | | Question Weighting: |
| 2.2.2 | Understanding policy  Bidders must demonstrate a clear understanding of the current government approach to attendance and/or behaviour in schools, including the importance of safety and belonging in schools, and the benefits of an inclusive mainstream environment, where the bidder is evidencing understanding of behaviour policy.  Bidders must be able to articulate current academic research and understanding of the challenges faced by schools in managing and sustaining good practice in either attendance or behaviour, including how this interacts with SEND.  Bidders should also be able to demonstrate understanding of existing best-practice in managing these challenges | | | * Practical examples of applying best practice in schools, either as an existing leader or through a school improvement exercise * Understanding of the national policy context: challenges, opportunities and key areas of focus * A range of academic thinking in the space of attendance or behaviour, * Experience of monitoring, assessing or working within existing best-practice in a school environment * Working with government on previous policy development, or a clear understanding of the policy development process. | | 30% |
| Ref | Question | | | A satisfactory bid will include evidence of; | | Question Weighting: |
| 2.2.3 | Programme management and oversight  Bidders must be able to demonstrate experience in the development or oversight of large-scale school to school support programmes. This experience does not need to be in the attendance and behaviour space.  Bidders must demonstrate excellent communication, influencing, leadership and stakeholder management skills:   * ability to challenge and work alongside staff at all levels – including senior leaders, partners and frontline staff – to improve performance * using appropriate communication methods to make the successful case for system change * demonstrating an effective track record in influencing people. | | | * Prior success in affecting sustainable change in multiple schools, through the oversight of a school-to-school support model * Advocacy of a programme at a national level * Ability to challenge and work alongside staff at all levels – including senior leaders, partners and frontline staff – to improve performance * using appropriate communication methods to make the successful case for system change * An effective track record in influencing people. | | 30% |
| Evaluation Section 3.1: VAT | | | | Section Weighting: 0% | | |
| Ref | Question | | | | | |
| 3.1.1 | Is VAT to be charged in addition to your net price? | | | | | |
| Timelines | | | | | | |
| Deadline for submitting your ITT response | | | | 13/06/2025 | | |
| Notification to bidders of result | | | | TBC | | |
| Contract start date | | | | TBC | | |
| Contract expiry date | | | |  | | |
| Special Conditions | | | | | | |
| The Call-Off Terms will form part of the contract with the successful Supplier. A copy of these can be found in Jaggaer *(go to the ‘Buyer Attachments’ area of the ITT).* A final version will be issued to the successful associate upon acceptance of their quotation.  Any negotiations on terms or requirements will need to be submitted during clarification period of the tender. Anything after this will not be considered. | | | | | | |
| Contract Management | | | | | | |
| The procurement process and any contracts will be managed by the Department for Education of Education, Families Group. The impact of the Ambassador role and performance will be monitored on an ongoing basis and will take into account progress against the key deliverable activity outlined in the service requirements on page 3. | | | | | | |
| Queries and Guidance | | | | | | |
| Queries  Any queries and dialogues in respect of the ITT should be raised via Jaggaer through the ‘Messages’ tab | | | | | | |
| Technical  Responses to the ITT need to be made electronically through Jaggaer by completing the ‘My Responses’ sections and questions. Further guidance on this process can be found on [Jaggaer](https://www.screencast.com/t/o6NHgMNjnf?_ncp=1608711866229.1070391-1).  Bidders experiencing technical difficulties should contact the Jaggaer Helpdesk by calling 0800 069 8630 / +44 203 608 4013 or emailing [help\_UK@jaggaer.com](file:///C:/Users/cwoodruff/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/E6UHGYD3/help_UK@jaggaer.com) | | | | | | |