



Department
for Education



Infrastructure
and Projects
Authority

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Dear Heather and Caroline,

Appointment as SRO for Early Career Framework and National Professional Qualification programmes

This letter confirms your appointment as Senior Responsible Owner (SRO) for the Early Career Framework (ECF) and National Professional Qualification (NPQ) programmes. It sets out your responsibilities, and the support you have the right to expect from the department.

The appointment is made with effect from 28 September 2020. In this role, you are directly accountable to your Director General (DG) with oversight from the Permanent Secretary and the Secretary of State for Education.

Thank you for taking on this important role – you have my full support in executing your responsibilities and in drawing on the support and resources of the department as set out in this letter.

You should be aware that SROs of projects on the Government Major Projects Portfolio (GMPP) will now be held personally accountable to and could be called to attend Parliamentary Select Committees. You will be expected to account for and explain the decisions and actions you have taken to deliver the programme (or specific milestones).

It is important to be clear that your accountability relates only to implementation: it will remain for the Minister to account for the relevant policy decisions and development.

You should familiarise yourself with guidance on “[Giving Evidence to Select Committees – Guidance for Civil Servants](#)” and with the Infrastructure & Projects Authority (IPA) guidance on [management of major projects](#).

A signed copy of this letter will be published on the DfE website. This is a requirement of all projects that are part of the GMPP.

Summary of responsibilities

As SRO you have personal accountability for delivery of the ECF/NPQ Programmes. You are responsible for:

- setting the long-term vision for the programme;
- the delivery of agreed objectives and policy intent over the lifetime of the programme;
- putting in place effective management for the programme to ensure work is appropriately defined, planned, monitored and controlled, and quality managed to maximise success;
- ensuring that a business case is developed and updated throughout the programme lifecycle;
- identifying and securing the necessary investment and approvals for the programme internally and externally, for example HM Treasury (HMT) clearance and Cabinet Office (CO) controls;
- managing the resources allocated to the programme;
- realising the benefits of the programme as outlined in the agreed business case;
- putting in place effective governance for the programme;
- understanding how risk is managed within the department (the risk management framework, which can be found on the DfE [intranet](#) sets this out), setting up and embedding processes to identify and escalate risks and issues in your area, and actively managing risks where you are the owner; and
- influencing the context, culture and operating environment of the programme so as to maximise its chances of success.

As SRO you will be responsible for delivering the ECF/NPQ programmes to the scheduled full term, currently forecasted as 2025 (based on the end of initial call-off frameworks and transition to new contract management business as usual).

Executing your SRO role

SROs are generally expected to remain in position for the lifetime of a major programme, to see it through to its successful conclusion. You should make sure that you have appropriate

knowledge management arrangements in place and could manage an orderly handover to a new SRO if required.

This will be a part time role which requires approximately 25-30% of your time per month.

Before signing this letter, you should have established in discussion with your DG how managing your SRO responsibilities is going to be feasible alongside your other responsibilities. You will be expected to carry out this role alongside your other responsibilities and are responsible for making sure that you allocate sufficient time to the effective delivery of your SRO role and responsibilities.

If you find that you are not able to allocate sufficient time and attention to your role, you should escalate the issue to your DG in the first instance, and in doing that you have the right to expect the issue to be resolved satisfactorily. If that is not possible, you should escalate, and have the right to require resolution of the issue through the organisation's formal governance structures.

Support for you in your role

I am fully committed to making sure that DfE SROs have access to the corporate services, support and resources they need to execute their responsibilities. As SRO of a major programme, I will invite you to a quarterly meeting with all the major project SROs where we can discuss common concerns and issues.

Your DG is your senior sponsor for this programme. In that role you can expect them to offer you support, advice and oversight on my behalf. This should include help with escalating unresolved risks and issues to the Performance and Risk Committee (PRC) (or where necessary, the Leadership Team), dealing with strategic blockers to delivery, and supporting you in obtaining the resources and support you need to execute your SRO responsibilities.

As part of the major projects portfolio, you will have access to:

- support and expert advice from DfE's corporate functions including finance, legal, commercial, transformation, digital, project delivery and analysis. Where the requirement is significant, you should request the nomination of a named, accountable individual who will provide the required services and support.
- help to bring in essential external expert support and services if the organisation is not able to meet the need internally.
- support from your Portfolio Lead in the Major Projects Directorate.
- a growing network of delivery and programme specialists to act as contacts, mentors or sources of assurance at critical stages of the programme.

- the Project Delivery Capability Framework which describes the job roles, capabilities and learning for all Government Project Delivery Professionals across government.
- the right to be involved in decisions in the department that may affect your ability to deliver.

Objectives and Performance Criteria

These major projects are managed within the Teacher Recruitment and Retention Portfolio (which also contains a number of other projects which are not treated as major projects). Programmes within Teaching Workforce Directorate have strategic objectives to improve teacher retention and improve teacher quality, with the ECF programme's main focus on retention and the NPQ programme's main focus is on quality.

ECF and NPQ deliver these objectives by:

- Ensuring that all teachers have access to high-quality professional training and development at the start and throughout their careers;
- Supporting a coherent journey of development and career progression; and
- Building the capacity of the system to deliver strengthened high-quality professional development for all teachers.

ECF will do this specifically by:

- Increasing and strengthening the two-year induction period with a national offer of high quality professional development and support and in turn, improve pupil outcomes.
- NPQ will do this specifically by:
- Developing high-status National Professional Qualifications to enable teachers and leaders to improve.

A summary of the project's scope, benefits, timeline and governance is set out here;

Teachers are the foundation of the education system – there are no great schools/trusts without great teachers. At the heart of great teaching and great school leadership is a shared, evidence-informed understanding of what works. Delivering on the commitments set out in the [Teacher Recruitment and Retention Strategy](#), we have transformed our training and support for teachers at all stages of their career. We have revised our Initial Teacher Training (ITT) Core Content Framework and, through the implementation of the Early Career Framework (ECF), are now supporting teachers in the first years of their career with a structured two-year induction into the profession which will begin in September 2021.

The Early Career Framework induction (ECF) is a package of development and support designed for early career teachers (ECT). Through a strengthened induction, it aims to improve the retention and quality of teachers right at the beginning of their career and, in

turn, contribute to improving pupil outcomes. In January 2019, at the heart of the Recruitment and Retention Strategy we committed to transform support for teachers right at the start of their career. Alongside, we published the Early Career Framework (a framework underpinning what all early career teachers have an entitlement to 'learn that' and 'learn how to'), which will underpin the package of development and support. We are currently delivering the Early Roll-Out of the reforms in a number of areas (the North East, Greater Manchester and Bradford/Doncaster), starting in schools from September 2020. The objective of National Roll-Out from September 2021 is to ensure there is widespread buy-in and demand for an ECF based induction, with DfE enabling full and free access to a good quality ECF-based induction.

Building on from this, our priority is to help all our teachers and school leaders continuously develop their knowledge and skills throughout their careers so every child in the classroom in every school gets a world-class start in life. The NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high quality teaching practice, such as behaviour management, to those leading multiple schools across trusts. The NPQ frameworks continue the robust method of design and development, building on the evidence base and expert guidance already established in the ECF and the ITT Core Content Framework. In this way they complete the golden thread, running from initial teacher training through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession. The frameworks reflect the Teachers' Standards and Headteachers' Standards to ensure coherency with the requirements already used by the teaching profession.

The reform of the full suite of NPQs, including the New Headteacher Programme are critical elements in making the 'golden thread' a reality throughout the sector. The NPQs comprises of the:

- National Professional Qualification for Senior Leadership (NPQSL) for school leaders that are, or are aspiring to be, a senior leader with cross-school responsibilities
- National Professional Qualification for Headship (NPQH) for school leaders that are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school
- National Professional Qualification for Executive Leadership (NPQEL) for school leaders that are, or are aspiring to be, an executive headteacher or MAT CEO role with responsibility for leading several schools
- National Professional Qualification for Leading Teacher Development (NPQLTD) for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically teachers who are early in their career.

- National Professional Qualification for Leading Behaviour (NPQLB) for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.
- National Professional Qualification for Leading Teaching (NPQLT) for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase
- New Headteacher Programme. As part of the NPQ Programme we are also introducing a support package for new headteachers, based on the content of the NPQH and with a particular focus on coaching.

A key part of supporting Early Career Teachers (ECTs) through a quality Early Career Framework (ECF) induction, working to the following benefits:

1. A reduction in teacher wastage at end of year 2 by June 2024. Monitored using retention data from the School Workforce Census (SWC).
2. Increased average teaching workforce quality by June 2024 defined as: proportion of teaching population with QTS; percentage of teachers with over 5 years' experience and percentage of hours that are specialist hours taught.
3. Improved quality and consistency of induction. 50% take-up of Full Induction Programme (FIP) in year 1 (2021-22), and 80% each year thereafter.

Building on these above benefits are those of the new suite of National Professional Qualifications (NPQs) and the New Headteacher Programme, working to the following benefits:

1. An increase in pipelines for leaders and better teachers by 2024. Monitored through School Workforce Census data on promotions and career progression
2. A reduction in teacher & leader wastage at end year 2 by June 2024. Using retention/wastage data from the School Workforce Census (SWC). Improved teacher retention in schools where teachers are on/have completed NPQs. Improved teacher retention in schools where headteachers are on/have completed New Headteacher Programme.
3. Increased average teaching workforce quality by June 2024. Monitored via Ofsted TLA measure, GCSE results and KS2 performance. These will need to be measured at school level as we cannot currently match teachers to pupils at an individual level.
4. Improved quality and consistency of Leadership. Monitored via Ofsted Leadership & Management rating. Also drawing on School Workforce Census data on head and associated staff retention rates.

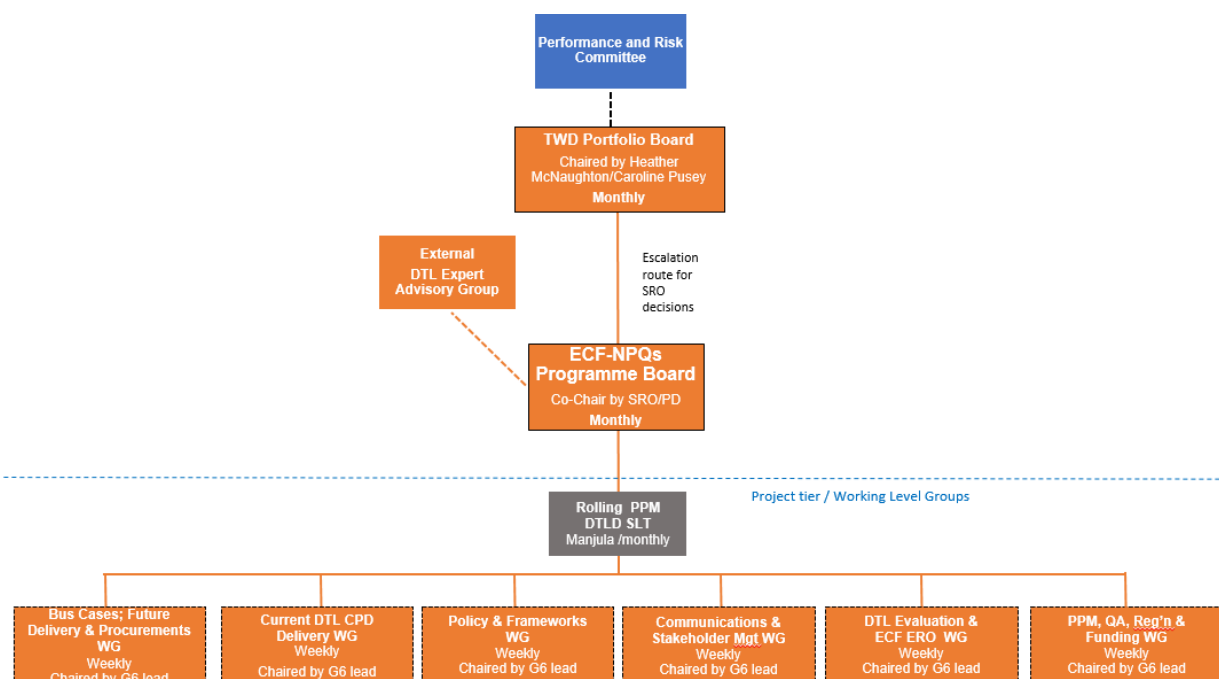
The ECF & NPQ Programme has a Programme Board co-chaired by the SRO, Heather McNaughton/Caroline Pusey, Director for Teacher Workforce Directorate (TWD) and Programme Director (Gareth Conyard) for programme assurance. The Board's membership comprises ECF, NPQ and linked policy leads, Delivery Unit, finance, legal and commercial. It aims to provide scrutiny and challenge on ECF & NPQ policy and delivery, review key risks and dependencies.

The ECF & NPQ Programmes play a significant role in the delivery of the Recruitment and Retention Strategy, and reports into the Recruitment and Retention Teaching Workforce Directorate Portfolio.

The Portfolio focuses on where to invest resources; whether or not to continue to invest in existing resources; how to ensure efficient and effective delivery; and how to maximise the return on investment. The ECF & NPQ Programmes report into the Portfolio Board each month and escalates any risks, issues, dependencies, and changes which require strategic monitoring or decision-making at the Portfolio level. Additionally, the Board provides a cross-cutting view of benefits, comms and engagement, finances, and resources across the portfolio of programmes. The Board is chaired by the Director of TWD and attended by the ECF & NPQ Programme Director and NPQ G6 Programme Managers, as required.

The ECF & NPQ Programmes also form part of the Teacher Development Sub-Portfolio group, which focuses on the alignment of the strategies and policies across the programmes delivering Teacher Professional Development. This group is chaired by the Director of TWD and meets fortnightly, and whilst not part of the new governance structure supports assurance over policy alignment.

The ECF & NPQ Programme's internal reporting and accountability structure is outlined below:



Proposed changes to the project scope which would affect the policy intent or benefits realisation must be authorised by your DG.

The objectives and vision of the project should be regularly reviewed and also agreed with your DG.

Financial, Commercial and Project Delivery authority

Your financial and commercial delegated authority are set out separately from this letter, in your budget delegation letter. You may have been delegated financial and commercial authority and thereby have authority to approve expenditure in accordance with the published scheme of delegation. You are responsible for seeking authority from relevant budget holders for spend on this project, where it is in excess of your own delegated financial authority. The Whole Life Cost for ECF-NPQ programme is £376.50m.

You are also responsible for recommending to your DG and the Recruitment and Retention Portfolio Board the need to either pause or terminate the project where necessary and in a timely manner.

You should operate at all times within the rules set out in [Managing Public Money](#). HMT spending controls including any [CO spending controls](#) will apply on the basis set out within the [department's delegated authority letter](#). Where the programme exceeds the departmental delegated authority limits set by HMT and/or regardless of the value if it is novel, contentious, repercussive or likely to result in costs to other parts of the public sector, the Treasury Approval Point process will apply.

All cases that need Accounting Officer and HMT formal approval will first be referred to your finance business partner for initial advice who in turn will involve Central Strategic Finance for final consideration and clearance and including liaison and clearing approval with HMT spending team.

Where issues arise which you are unable to resolve, you are responsible for escalating these issues to your DG and the Recruitment and Retention Portfolio Board. When you do that, you have the right to expect the issue to be resolved satisfactorily. If not, you should continue escalating it through the organisation's governance structures until you are satisfied it has been resolved.

Governance

The department's [governance structure](#) is there to support you if you have a risk, delivery or performance issue that cannot be managed within your directorate, or that would benefit from further assurance.

The project detailed in this letter is part of the DfE major projects portfolio and will have oversight from the Performance & Risk Committee (PRC). PRC is responsible, on behalf of the Leadership Team, for regular oversight of the department's top tier risks and major projects and programmes.

Your Portfolio Business Partner can advise and support you in working with the appropriate committees including specialist advice from the risk team on escalating risks to the department's top tier risk register. When you do that, you have the right to expect a joint conversation about how the organisation can support you to reduce or mitigate the escalated risk.

Assurance

You will be required to undertake internal and external assurance reviews which are an essential part of successful project delivery. The reviews are often required for formal [HMT approvals](#) or business case approval points and they also provide support and constructive challenge to SROs. Further advice and support on assuring your project is available through your Portfolio Lead.

You are responsible for making sure that you are appropriately skilled and able to execute the functions outlined in this letter. If you need additional support or training, please contact your Portfolio Lead in the first instance.

Major Projects Leadership Academy (MPLA)

As graduates of the MPLA, we both expect – and will support – you to continue your on-going professional development and will encourage you to take an active part in MPLA alumni activities.

To widen experience and understanding of the role, MPLA graduates are expected to become accredited major project reviewers and to lead or participate in such reviews for other government departments, the wider public sector or other areas of the department. You will be required to participate in such reviews at least once every 12 months to maintain your accreditation.

I would like to take this opportunity to wish you success in your role as SRO.

Yours sincerely



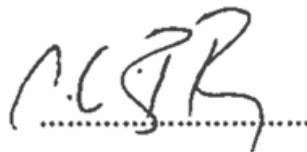
Susan Acland-Hood , Permanent Secretary, Department for Education



Nick Smallwood, Chief Executive, Infrastructure & Projects Authority

We confirm that we accept the appointment including my personal accountability for implementation of the Early Career Framework and National Professional Qualification programme as detailed in the letter above.

Signatures of SRO:



Heather McNaughton and Caroline Pusey

08.03.2021