

# Initial teacher training (ITT) – opportunity to pilot innovative approaches in the provision of ITT

## Expression of interest form

All expressions of interest must include responses to Q1 Partnership contact information, Q2 Eligibility check, Q3 Expression of interest and Q4 List of proposed partners.

**Maximum word count for the expression of interest is 2500.**

### Submitting documentation to NCTL

All content contained in this form must:

* be original
* be proofread for spelling, punctuation and grammar
* use font size 12
* use correct and up-to-date terminology
* be sent electronically to [itt.innovation@education.gov.uk](mailto:ITT.innovation@education.gov.uk)

Please do not add annexes or appendices.

**Completed expression of interest forms should be submitted to** [**itt.innovation@education.gov.uk**](mailto:itt.innovation@education.gov.uk) **by 9am on Monday 17 July 2017.**

### Q1 Partnership contact information

|  |  |
| --- | --- |
| Proposed partnership name: |  |
| Name of lead organisation: |  |
| Name of lead contact: |  |
| Email address: |  |
| Telephone number: |  |

Please provide a list of proposed partners in Q4 at the end of this form.

### Q2 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 |
| 2.1 Is the lead organisation an accredited provider? |  |
| 2.2 Are all proposed accredited ITT partners rated not less than ‘good’ according to Ofsted? |  |
| 2.3 Are you able to commit to undertake implementation work in 2017 and 2018 in time for your first cohort of trainees in 2018? |  |
| 2.4 Does your proposed model comply with all the current [ITT criteria](https://www.gov.uk/government/publications/initial-teacher-training-criteria)? |  |
| 2.5 Is your proposed model based on existing routes into teaching? |  |

### Q3 Expression of interest

#### Criteria

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 evaluation section, are detailed below along with the maximum scores to be applied.

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| --- | --- |
| **Evaluation scoring matrix**  Responses will be scored on a 6-point scale and evaluators will use this to assign a score to each evaluation question response. | |
| **Score** | **Guidance** |
| **0** | No response provided in response to the question. |
| **1** | The response meets less than half the stated requirement. |
| **2** | The response meets more than half but not all the stated requirement. |
| **3** | The response fully meets the stated requirement. Any additional offering is deemed to be of little or no benefit. |
| **4** | The response fully meets the stated requirement and provides evidence of some added value which would bring specific benefit. |
| **5** | The response fully meets the stated requirement and provides evidence of exceptional added value, which would bring significant benefit. |

The expression of interest should set out your proposal and your **thinking and intention** to address the following criteria:

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| --- | --- | --- |
| **Criterion 3.1** | Vision statement: Your proposal should offer an innovative approach with clear aims and objectives that address the overarching objectives of this pilot programme. | **Maximum score**  **5** |
| Points to consider:   * Have you set out your intentions and priorities for the proposed innovation partnership? * Have you set out what it is your partnership will do? * Have you demonstrated how your proposal will address the objectives? * Have you indicated how your proposal will deliver innovation? * Have you indicated how your proposal will support social mobility?   Guided word count 900 | | |

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| **Criterion 3.2** | Your proposal should demonstrate that you will improve trainee and teacher supply for schools that need this the most. | **Maximum score**  **5** |
| Points to consider:   * Why have you chosen this area of operation? * Why have you chosen to work with/target these schools? * What analysis supports this?   Guided word count 400 | | |

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| **Criterion 3.3** | Your proposal should demonstrate that you will improve trainee and teacher supply in subjects/age phases where there is a clear need. | **Maximum score**  **5** |
| Points to consider:   * Why have you chosen to target these subjects/age phases? * What analysis have you undertaken? * What is the source and scope of your projected new supply?   Guided word count 400 | | |

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| **Criterion 3.4** | Your proposal should demonstrate collaboration across the proposed partnership, which will achieve economies of scale and promote provider viability and sustainability. | **Maximum score**  **5** |
| Points to consider:   * How have you established your partnership? What further development of it is planned? * How will you collaborate? * How will your proposal achieve economies of scale? * How will your proposal deliver greater value for money?   Guided word count 400 | | |

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| **Criterion 3.5** | Your proposal must demonstrate that it will have clear impact and offer the potential for this to be at scale. | **Maximum score**  **5** |
| Points to consider:   * What is the likely size and scale of your programme? * What improvements will you achieve? * What are the likely measurable benefits?   Guided word count 400 | | |

### Q4 List of proposed partners

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| Organisation name | Organisation type | Location |
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| If the partnership is in development, please provide information about your intention for the proposed membership and steps you will take to put the partnership in place. |
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NCTL 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 expression of interest process and reject all proposals at any time
* may at its absolute discretion, refuse to consider an expression of interest depending on the answers given in the eligibility check section
* decline to support part or all of any proposal

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