



Department
for Education

Teaching school application guidance

Cohort 12

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Summary

This publication provides non-statutory guidance from the Department for Education. It has been produced to help school leaders to apply for teaching school designation.

Expiry or review date

This guidance will be reviewed before November 2018.

Who is this publication for?

This guidance is for school leaders wishing to apply for teaching school designation.

Main points

The purpose of this document is to provide details on how to complete the online application form for teaching school designation and to ensure applicants fully understand the expectations of the role.

Particular attention should be paid to the 'application sections' section within this document which details the application questions and associated look-fors. Using this guidance will support applicants in structuring their application to document their track record evidence.

Clarification of terms

The terms listed below are used throughout the application process. The use of terms is solely for ease of readability, and does not in any way imply that our assessment process does not take into account the different contexts of organisations that are eligible to apply.

School	represents academy, free schools, nursery, infant, primary, middle, secondary, all-through, special, sixth-form College, University Technical College (UTC), faith, independent, General Further Education Providers and Colleges (GFE), Pupil Referral Unit (PRU) and short-stay schools.
Governing body	is the body appointed to be accountable for the management of the school, federation or trust, including the board of trustees or equivalent.
Headteacher	includes Principal, Chief Executive or Executive Headteacher who are employed on headteacher's terms and conditions.
Accounting Officer	is the person with overall responsibility for the larger organisation such as a Multi-Academy Trust.
Alliance	is a group of schools and other partners, which commit to working collaboratively, led by 1 or more teaching schools. It includes all schools who benefit from the alliance by receiving support, as well as teaching schools and alliance deliverers who offer/deliver support. Alliances may be cross-phase and/or cross-sector, work across local authorities and include different types of organisation.
Alliance deliverer	are schools, universities and others (including private sector organisations or local authorities) that deliver particular aspects of the alliance's activity such as initial teacher training (ITT), continuing professional and leadership development (CPLD), or school-to-school support (StSS).
Small school*	is a mainstream school comprising up to 250 pupils.
Alliance name	this is the name you select for your proposed teaching school alliance. It is your responsibility to check that your alliance name does not duplicate any existing teaching school alliance names. You can do this by looking at our online directory http://apps.nationalcollege.org.uk/s2ssd_new/index.cfm . Any alliance names that are the same or very similar to an existing teaching school alliance may not be accepted by other areas of the DfE, for example UCAS marketing, at a later date.

When the guidance refers to the application requesting information about 'you' or 'your school', it means information about the Headteacher and the school that is applying for teaching school designation.

Contact information

If you have any questions about the application process, please contact us at teachingschool.application@education.gov.uk or via the helpdesk 0800 0850984 (open Mon – Fri 9am – 5pm).

Before you begin

Read the information on applying

Information on the teaching school role, funding and support can be found on the teaching school web pages at www.gov.uk/teaching-schools-a-guide-for-potential-applicants. We recommend that you read this information carefully and familiarise yourself with the role of teaching schools.

Please read the eligibility criteria under the '[Who can apply](#)' section of the web page to assess whether you/your school is ready to apply for teaching school designation. If you feel that you are not ready to become a teaching school now, but could be within the next 2 years, you may be eligible to access funding (via an existing teaching school) to help you close any gaps. Please contact aspiring.teachingschool@education.gov.uk for more information.

You should also familiarise yourself with this application guidance document, paying particular attention to the assessment criteria which the assessors will mark your application against.

[Annex A](#) shows a flow chart of the process to help applicants understand the assessment that their application will go through. The process goes through numerous stages of assessment and can take several months to complete, we endeavour to notify you of your outcome as soon as possible but we do not specify dates that you will receive notification.

Talk to your teaching school council regional representative

The teaching school council are a group of teaching school heads who have been elected regionally to represent teaching schools nationally and internationally. They play a key role in the strategic development of the school-led system to improve outcomes in all schools and will provide support schools to become teaching schools. Further information can be found at www.tscouncil.org.uk along with how to contact your regional representative.

Your teaching school regional representative will also be able to advise you on your route to application (as detail in '[Application Route](#)' section below) and what information you will need to submit for the application to progress.

Talk to all stakeholders

Becoming a teaching school requires a significant commitment from all stakeholders. It is imperative that you have discussed this with them and agreed to proceed with the application. The Department for Education (DfE) will contact selected stakeholders to ensure that they are aware of the application and understand the role that they are being asked to undertake.

Staff	Being a teaching school can provide highly valuable professional development opportunities for your staff, but a number of them will be involved with the work to support others and should be clear about what is expected of them.
Governors	<p>You are required to confirm that you have discussed your application with your governing body and it supports your application to become a teaching school.</p> <p>As part of the application process, DfE will contact your chair of governors to ensure that they are happy to proceed with the application and understand what the role entails.</p>
Accounting Officer	If you are part of a multi academy trust or academy chain, you are required to confirm that you have discussed your application with your accounting officer and that they support your application to become a teaching school and agree to the declaration.
Referees	Applications must also be supported by two references, one from an accredited ITT provider, and a second from a commissioner of school-to-school support.
Alliance deliverers	<p>Alliance deliverers, working with you, will support you to deliver aspects of the teaching school role. It is therefore important that they are aware of what is involved and have agreed to join your alliance on this basis.</p> <p>Each alliance deliverer does not have to meet all of the eligibility criteria, but in the judgment of the alliance, each must have the capacity to make an effective contribution in the area in which it is asked to work. You will need to show that the alliance deliverers have agreed to the role set out for them and that this is described in your plans for delivery.</p> <p>It will be up to the teaching school alliance to decide who these deliverers are, however, all teaching school alliances are required to name at least one accredited ITT provider and/or HEI/university.</p>

Targeted application rounds

Application rounds are targeted to focus on areas of greatest need to ensure that all schools can access effective support, whether in professional development, school-led initial teacher training or support for those schools in challenging circumstances.

As part of the targeting process, a specific number of required teaching schools has been identified from the list of target areas and applications may be prioritised on strength if there are more applications than required.

All applicants are expected to provide sufficient evidence of what support they have already established in published target areas and what plans they have to address further need. This information will be assessed alongside the other criteria, by a panel of experts, to prioritise applications. DfE invites applications from those schools who can provide support into the target areas, even if they are in a different phase or location to those specified.

All teaching schools that are designated will be measured on the support provided into published target areas and this will form part of the condition of designation. Failure to provide adequate evidence could lead to a review of their teaching school designation.

Applications will also be accepted from schools who wish to be a designated teaching school as part of an existing teaching school alliance in order to build sustainability, however they will still be expected to demonstrate support into target areas and these applications will be assessed on a case-by-case basis.

Please see the [web pages](#) for the full list of target areas.

Application routes

There are five application routes that you may be able to use to apply for teaching school designation. Each of those routes are listed below, along with a description and which sections of the application you will need to complete.

Please note, if you would like to apply for your Multi Academy Trust (MAT) to be designated, DfE are not currently accepting applications for a MAT to become a teaching school. This is because we need an accountable school that we can measure the headteacher against and monitor the eligibility criteria to remain designated.

If you decide to apply individually, you must meet all of the eligibility criteria. This allows continued eligibility, delivery and funding to be tracked to the accountable school. If you would like to apply with more than one school in your group, you should apply under the 'multiple alliance' route and be able to demonstrate that each of those schools meets the eligibility criteria in their own right.

For any queries, please contact Teachingschool.application@education.gov.uk and the team will be happy to discuss further with you.

Route click required	Description of Route	Sections to complete			
		Part A	Alliance deliverers	Part B	References
Single	1 school running 1 alliance	X	X	X	X
Multiple	2 or more schools working together to run 1 alliance	X	X	X - individual	X - individual
Small* or Special school	1 school running an alliance but permitted to use an alliance deliverer evidence for 1 area - please see guidance on this	X	X	X - individual with 1 strand from alliance deliverer	X
Job-share	2 or more small or special schools with a combined 'pupil on roll' number less than 500	X - individual (both)	X - joint	X - joint but detailing both schools	X - joint but detailing both schools
Joining existing	1 school applying to be a teaching school as part of an established alliance to provide capacity and/or succession planning	X	-	X - individual	X - individual

Table 1: Application routes

Funding is allocated per alliance, however, once designated as a teaching school, you may be eligible to apply for other funding to support additional work that you are engaged in. This is subject to individual grant terms and conditions and should be clarified with the relevant grant manager when applying.

Completing your application form section by section

Accessing the online portal

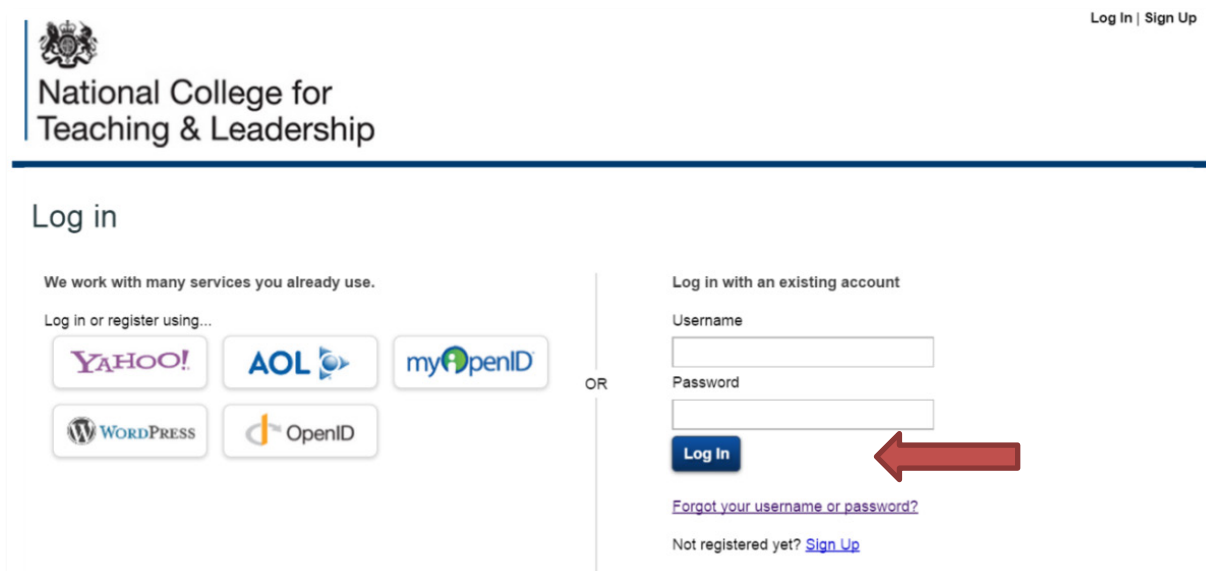
In order to complete the application you will need to log in to the online portal. If you are a new user, you will be required to register your details before you are able to access the application.

If you have an existing account and have forgotten your username or password, click on the 'Forgot your username or password?' link and follow the instructions to reset your account details. Once you have reset your password you will be able to access the first page of the online application by clicking on the original link via the [web page](#) and clicking 'Next' at the bottom of the application home screen.

Once you have read all the information on the application home screen **and downloaded Parts B from the 'Links to documents' section**, click the required application route which will confirm how you wish to apply and that you and your school meet the published criteria.

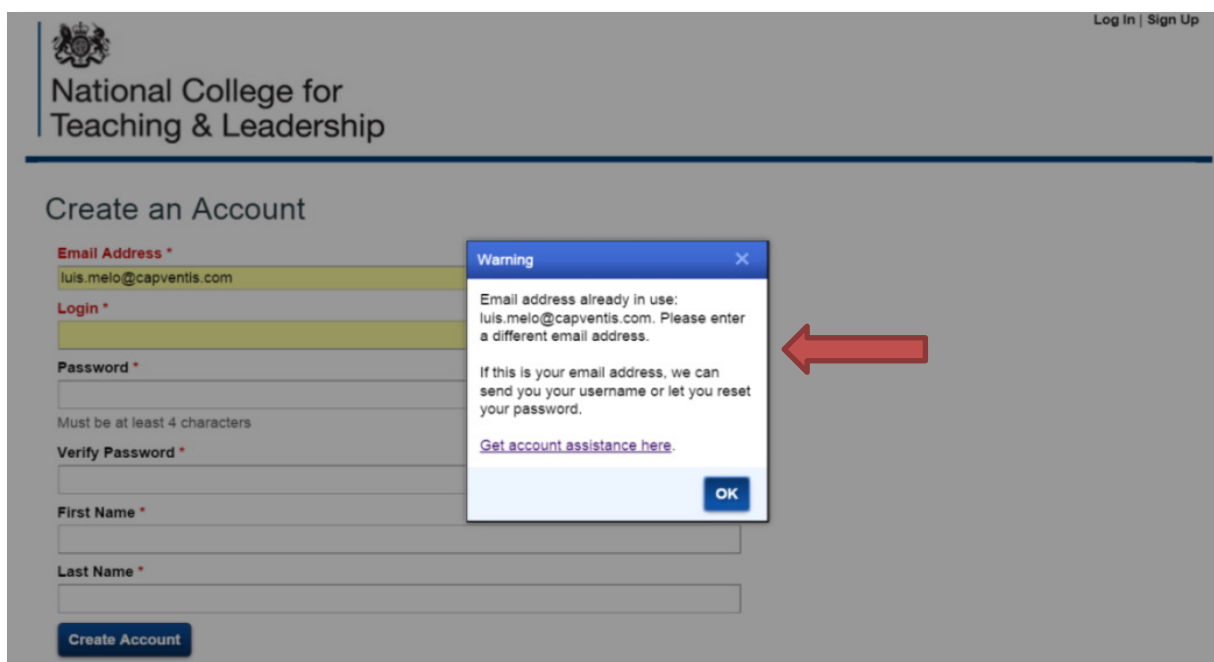
This will take you to a log in page (please see below). If you already have an account, you should login using your existing user name and password. Once logged in you will be directed to the first page of Part A.

Click the 'Sign Up' link below the 'Log In' button.



This will take you to the 'Create an Account' page.

Please complete all registration fields on this page. After clicking on the 'Create Account' link at the bottom you will be directed to the first page of Part A. If the email address you are using to create your account matches one already in the system, the following message will appear:



If this is your e-mail address, you should click the 'OK' button and navigate back to the log in page to reset your password using the 'Forgot your username or password?' link.

If you are not able to progress in the online system after following these steps, please email Teachingschool.application@education.gov.uk and one of the team will contact you to discuss the issue further. Please provide name, school name and contact details when emailing.

Application sections

Applications must be completed and submitted by the person who is eligible to apply for teaching school designation, Applications submitted on behalf of another will not be accepted. It is the applicant that will be accountable for the teaching school should they be successful.

The application is separated into three sections including your references.

Part A online application questions

Part A is online and asks for information about the headteacher, the potential teaching school and key stakeholders. This part of the application may be completed in stages; your answers will be saved as long as you click 'save and exit'.

You should have the following information to hand when completing the form:

- i. headteacher details including current headship and details of any other headships
- ii. headteacher's preferred contact telephone number(s) and email address
- iii. School name, address, postcode and email address

- iv. Unique Reference Number (URN) for the applicant school (the six-digit number from Edubase, not your local authority or establishment code)
- v. Names and contact details for your alliance deliverers
- vi. Names and contact details for your referees

Ofsted or independent school inspection data

Using your URN, DfE will review the school's most recent inspection report and review it against the eligibility criteria. The inspection reports DfE use are your school's most recent section 5 Ofsted inspection, independent school inspection (ISI) or schools inspection service (SIS) report.

If you have been at the applicant school less than the 3 years required and you are applying under the exceptions criteria, DfE will also check your previous school's most recent section 5 Ofsted inspection, independent school inspection (ISI) or schools inspection service (SIS) report. DfE will also consider the performance data of your previous school to ensure that you can demonstrate your contribution to improving your previous school.

Important note: If your school is inspected during the application process, please inform us by emailing Teachingschool.application@education.gov.uk

References

You are required to input the name and contact details for both of your referees.

You will need to provide a reference details for:

1. Your proposed accredited ITT provider who can comment on your school's track record in relation to making a strong contribution to the delivery of effective school-led ITT.
2. Your chosen commissioner of school-to-school support who can comment on the position of your school and your school's track record and impact of supporting other schools over the past three years.

This referee must be one of the following:

- Regional Schools Commissioner
- Teaching School Council member
- Director of Children's Services (DCS) or a relevant local authority officer in your own local authority or of a school you have supported
- Senior diocesan representative
- Sponsor of an academy chain or trust (please note this does not include CEOs of the applicant's own trust)

Your chosen referees will be contacted by DfE to complete a reference survey electronically within a set deadline (normally 2 weeks from receiving the request). We would advise that you have contacted your referees to confirm they are able to supply this reference as applications without a supportive reference provided may not be progressed.

If you are applying as a job-share (Annex A outlines the routes to application), you may request references from the same referees, however please advise your chosen referees to clearly outline evidence of both you and your job-share partner's contributions.

Part B online application questions

Part B requires you to download and complete questions in a Microsoft Word document format. This part of the application form consists of three sections, each containing a number of qualitative questions which will ask about your track record and plans for delivery in the following three areas:

- Initial Teaching Training
- Continuing Professional and Leadership Development
- School-to-School support

Answers should focus on what you do, how you do it and the impact of your work. The evidence should be based on the applicant school only and not include evidence from any of your alliance deliverers (unless you are applying as a job-share partner or you are a small or special school).

DfE may seek to verify the information in this section and reserve the right to contact those schools cited in the evidence provided.

Track record - what we are looking for

The expert assessors are looking for evidence that the proposed teaching school has already acquired the experience, track record and credibility to deliver the teaching school role. The assessors scoring the applications are teaching school headteachers who understand what the role requires and has the knowledge of the current teaching school network in their region.

Plans for Delivery - what we are looking for

Your plans for delivery should evidence that your proposed alliance is inclusive, outward facing and has the experience and capacity to deliver against the 3 teaching school core areas (ITT, CPLD and StSS) to meet the needs of the locality. You can draw on evidence from all named alliance deliverers for these questions and we ask that you identify a lead school for each teaching school core area. Plans for the other areas of the teaching school role will be collated post designation.

Expert Assessors will assess and score your application answers against the following set of look-fors. Each look for is scored out of 5. The 'Track Record' section has a total score of out of 25, whereas 'Plans for Delivery' section has a total of 10. This scoring will be considered along the other criteria to make a judgement on whether you are suitable to carry out the role. The expert assessor will provide a summary to the designation panel about your application and the scoring.

School-led Initial Teacher Training

TRACK RECORD School-led Initial Teacher Training (ITT)	
<p>Summary: Teaching Schools are expected to deliver school-based ITT through School Direct (as a lead or partner); by running a SCITT or by offering placements working in partnership with a SCITT and achieve positive impact on trainee outcomes.</p> <p>Teaching Schools will be able to demonstrate that they have sustained evidence of:</p> <ul style="list-style-type: none"> • school involvement in high quality ITT • effective quality assurance of school-led ITT • engagement in programme design, development and delivery, and • that school-led ITT has had a positive impact on trainee progression, professional development of teachers and pupil performance 	
Question:	Look for:
<p>Please outline how your school has engaged in leading, managing and quality assuring the training of teachers over the last 3 academic years? Include evidence of:</p> <ul style="list-style-type: none"> • your engagement as a result of having assessed the needs of your own school and the locality • your contribution to quality assuring the ITT provision you provide • your ITT engagement having provided positive impact on outcomes for trainees, pupils and staff <p>(700 words)</p>	<ol style="list-style-type: none"> 1. Evidence of engagement in school-led placements, linking to emerging supply needs, in partnership with a HEI provider (quantified through places for School Direct, ongoing SCITT governance as well as trainee placements for SCITT, PGCE or Teach First). 2. Evidence of a robust quality assurance approach to ITT, including quality assurance of mentoring support for trainees and NQTs, and secure judgements of trainees' progress. 3. Evidence that training opportunities impact positively on trainee development and pupil performance. 4. Evidence of on-going engagement in design and development, which will lead to quantifiable improvements in ITT provision. 5. Evidence ITT is regarded as the first stage in a professional development continuum and trainee placements result in further career development for mentors and other staff.
Plans for delivery ITT	
Question:	Look for:
<p>Please outline how will you will lead and deliver a high quality ITT strategy to meet existing and emerging local and national priorities?</p> <p>(300 words)</p>	<ol style="list-style-type: none"> 1. Evidence of working with other schools and providers to plan and deliver a high quality ITT and workforce planning strategy; links to engagement in School Direct, engagement in SCITT governance or plans to become a SCITT over the next 4 years; evidence that the school understands local and national NQT priorities and has focused plans to address issues such as shortage of NQTs in particular subjects within their alliance e.g. physics. 2. Evidence of a structured and robust approach to developing and expanding high quality ITT across the alliance and beyond to meet local and national needs.

Continuing Professional and Leadership Development

TRACK RECORD Continuing Professional and Leadership Development (CPLD)	
<p>Summary: CPLD provision is the means by which professionals maintain, improve and broaden their knowledge and skills through activity, which is intended to be of <u>direct benefit</u> to the individual, or school and aim to improve the quality of outcomes of children and young people.</p> <p>Teaching Schools will be able to demonstrate that they have experience of working in collaboration with other schools, and with other partners, in the planning, design, development, delivery and evaluation of CPLD provision. They must also be able to demonstrate that their approach to CPLD:</p> <ul style="list-style-type: none"> • is strategic • addresses the career needs of their staff, and the wider school system, from ITT through to Senior and Executive Leadership • ensures participants are engaging in a range of high quality courses, subject networks and coaching to raise standards. 	
Question:	Look for:
<p>Please outline the contribution your school has made to developing and evaluating effective CPLD over the last 3 academic years, above and beyond the normal expectation of your school. Include evidence of:</p> <ul style="list-style-type: none"> • positive impact on outcomes for pupils and staff at your own school; • positive impact on outcomes for other schools you have worked with • how your school has developed the capacity, culture and leadership required for sustainable CPLD • working with other schools, teaching school alliances, universities or subject associations in all aspects of CPLD <p>(700 words)</p>	<ol style="list-style-type: none"> 1. Evidence of collaborative working with others to design, develop and deliver CPLD - demonstrating scale and reach - in response local and national priorities. 2. Evidence of the evaluation of CPLD including identifying impact on the whole school and wider system. 3. Evidence of how the capacity of current staff is being used to support school-led CPLD (such as coaching and mentoring) beyond the applicant school. 4. Evidence of highly effective leadership and management of CPLD as a core element of the applicant school's development and improvement strategy. 5. Evidence that CPLD supports a professional continuum linking ITT to Early Career Professional Development to on-going Leadership Development.
Plans for delivery CPD	
Question:	Look for:
<p>Please outline your delivery strategy for CPLD in the proposed alliance, including how you will identify need and how you will support local and national priorities.</p> <p>(300 words)</p>	<ol style="list-style-type: none"> 1. Evidence of a clear strategy to identify and address CPLD needs within the proposed alliance which effectively ensures quality and impact. 2. Evidence of an effective approach to developing CPLD capacity within the proposed alliance that supports school-based learning, research and development and staff progression.

School to School Support

TRACK RECORD School to School Support (StSS)

Summary: School to school support is defined as the way that schools use their own good practise to deliver bespoke support packages for schools in need, which leads to positive impact with measurable outcomes. It can bring a powerful focus to bear on an aspect of a schools practice that is unsatisfactory and this may mean the effective deployment of skilled staff to develop a shared understanding of quality and to accelerate the pace of professional learning in practice. StSS support occurs through leadership support for headteachers, senior leaders and governors. StSS support might include some of the following activities:

- An audit of need to critically analyse the issues
- Support/help to construct an improvement plan
- Devise bespoke solutions
- Foster joint practice development
- Support and challenge through firm, focused conversations
- Monitor progress against KPI milestones
- Build capacity and secure sustainability

Teaching schools will be able to demonstrate that they have sustained evidence that:

- they are providing **formal** support to schools in challenging circumstances in order to improve outcomes (either in pupil attainment or Ofsted judgement) over the past 3 years
- the support involves senior leaders and can demonstrate capacity to continue this support, and
- that the support provided has had a positive impact both in the schools supported and in own school (such as impact on pupil performance or improved Ofsted judgements)

Question:

Look for:

Please provide an overview of the support provided, including details of:

- why the support was identified and how it was brokered
- who was involved in providing support and for what period of time
- how they secured the required outcomes
- what the impact of the support was
- what the impact was on your own school

(700 words)

1. Evidence of providing support to schools in need over the past 3 years i.e. those below floor standards, those in/or at risk of Ofsted categories or those deemed as a coasting school.
2. Evidence that the support provided is of a formal nature in order to improve outcomes (for example leadership support for a school judged inadequate for 2 days a week)
3. Evidence that senior leaders and/or key stakeholders such as governors are aware of and involved in school-to-school support.
4. Evidence that this support has been well co-ordinated to provide high quality support e.g. how demand and supply was matched, including identification of key individuals with appropriate skills to provide the support required and that due diligence activities were undertaken.
5. Evidence that the support has had a positive impact in the supported school and own school; resulting in improved pupil performance i.e. progress and attainment (especially disadvantaged groups), Ofsted, rising attendance and behaviour.

Plans for delivery StSS	
Question:	Look for:
<p>Please outline how you intend to support local and national priorities for supporting schools in need, including how you intend to diagnose and broker that support.</p> <p>(300 words)</p>	<ol style="list-style-type: none"> 1. Evidence that the alliance has a good understanding of the school improvement needs of the locality including school improvement providers in the area (e.g. has completed an audit and understand priorities for improvement across local areas) and that they have plans to utilise the widest range of talent from across its alliance delivery partners. 2. Evidence of a considered approach to matching supply and demand within the alliance including identification of key individuals with management responsibilities for negotiating contracts and undertaking due diligence activities.

Schools may find it helpful to understand what designated teaching schools are delivering in terms of each core area. We therefore recommend that applicants read the case studies published on becoming a teaching school and what this means in practice: <https://nctl.blog.gov.uk/category/school-led-system/teaching-schools/>

Once Part B is complete, you will be required to upload your document to the online portal. For guidance on how to upload your completed Part B, please see '[Uploading documents to the online portal](#)' further later in this guidance.

Performance data

To minimise bureaucracy, DfE will obtain published performance results for the last three years from the Department for Education school performance tables. The table below details the measures assessors will use.

The eligibility criteria states that the applicant school should be able to demonstrate 'Consistently high levels of pupil performance and progress'. This is broadly defined by DfE as attainment and progress measures **being above the national averages** in each of the last three years (validated results), and stable or rising.

Pupils' differing starting points will be taken into account and it is expected that disadvantaged pupils are also making and exceeding the expected progress compared with national figures i.e. schools are closing the gap.

We understand that results cannot be compared to previous years where the assessment process had changed, so the panel will take account of how the school has performed against the expected standards for each year.

Exceptional circumstances will be considered, for example if there has been a single-year decline in performance and in your application you provide valid, evidence-based reasons for the decline. In some cases where decline is in the most recent year, applications may be deferred pending the next academic year's data.

Prior to 2015/16:

Attainment¹	KS1: percentage achieving level 2 or above in reading, writing and maths
	KS2: percentage eligible pupils achieving level 4 or above in reading, writing and maths (including all pupils and disadvantaged pupils)
	KS4: percentage achieving five or more grades A* - C at GCSE (or equivalent) including English and maths (including all pupils and disadvantaged pupils)
	KS5: percentage achieving 3 or more A levels (or equivalent) at A*-E

Progress	KS2: percentage eligible pupils making at least the expected level of progress in Reading/Writing/Maths between KS1 and KS2 (including all pupils and disadvantaged pupils)
	KS4: percentage of pupils making expected progress in English and maths (including all pupils and disadvantaged pupils)
	KS5: percentage achieving average point score per entry in academic qualifications

2016 onwards:

Performance measures¹	KS1: percentage achieving 'expected standard' in English reading, English writing and mathematics*
	KS2: <ul style="list-style-type: none"> percentage of pupils achieving 'expected standard' in English reading, English writing and mathematics pupils' average scaled score in English reading and mathematics pupils' average progress in English reading, English writing and mathematics
	KS4: <ul style="list-style-type: none"> Progress 8 Attainment 8 percentage of pupils achieving a grade C or better in English and mathematics <p>From 2017 onwards:</p> <ul style="list-style-type: none"> percentage of pupils achieving a strong pass (5-9) in English and mathematics
	KS5: <ul style="list-style-type: none"> percentage of pupils achieving 3 or more A levels (or equivalent) at A* - E percentage of pupils achieving average point score per entry in academic qualifications

¹ as part of our assessment for primary schools we will also consider the percentage of pupils achieving the expected KS1 phonics standard and for secondary schools we will consider the percentage of pupils entering and achieving the English Baccalaureate. In both cases we will consider the context of the school in doing so.

Exceptional circumstances will be considered, for example if there has been a single-year decline in performance and in your application you provide valid, evidence-based reasons for the decline. In some cases where decline is in the most recent year, applications may be deferred pending the next academic year's data.

Within Part B of the application you are given the opportunity to provide a narrative about any performance results which are below average. This information will be considered by the designation panel when reviewing your application.

Special schools, PRUs and middle schools will be asked to provide evidence of progress in their application and asked to evidence that pupils are making outstanding progress against expectations, taking into account their starting points. This will be assessed, alongside other evidence (such as Ofsted reports) by a DfE appointed special school representative, who is also an expert assessor.

Nursery schools will be asked to provide evidence on how:

- they meet the needs of the range of children who attend the school (through use of data, baselines, benchmarking)
- they are closing the gap for those children who are behind in their development typical for their age (chronological/age appropriate tracking of children and their outcomes)
- staff knowledge, qualifications, training, teaching observations and expertise impacts on practice and children's learning and development (evidence of planning for children's next stages of learning based on staff assessment and a secure knowledge of the key characteristics of learning and children's development)
- Additionally, to provide their Good Level of Development (GLD) scores for the previous 2 years.

Closing the gap and pupil premium; there will be particular focus on how disadvantaged pupils are performing in comparison to their peers.

New schools and performance data

Where a school is newly formed and has no public examination results by which to measure the school's pupil performance and progress over 3 years, in exceptional circumstances newly formed schools may be eligible for designation. In such cases applicants will need to demonstrate that they meet all other criteria, and we may request further evidence regarding performance and progress.

National Leader of Education (NLE) and National Support School (NSS) Designation

If you would also like to be considered for designation as an NLE and your school an NSS, there is a question on the online form where you will have the opportunity to

confirm this. If you would like to be assessed for NLE/NSS designation alongside your teaching school application, **you will not need to complete a separate NLE/NSS application form** as we will use the information provided in your teaching school application to assess your eligibility.

If you cite evidence from one of your alliance deliverers for School-to-School Support (StSS) you will automatically 'opt out' of being assessed for NLE/NSS designation as NLE/NSS applicants are required to demonstrate their **individual** track record of StSS.

Uploading documents to the online portal

Once you have completed all application questions you will proceed to the 'Attachments' page. Click on the 'Browse' button and search for the required document on your computer. Once found, click on the document to highlight it and click the 'Open' button.

You should now see the document listed. Finally click the 'I can confirm that I have uploaded parts B of my application' checkbox to confirm you have uploaded the required documentation. Click 'Next' to proceed to the final page of the application and save your attachments.

Please note that the application system will only accept documents in the following formats: .doc, .docx, .pdf, .xls, .xlsx

Declaration and final submission

By submitting your application form you are declaring that all of the documented information present and factual. You will not be able to review or amend any of your answers once you have done this, and therefore are strongly advised to go back through the form and review all of your answers at this point. You must ensure that you have answered all of the relevant questions, **and uploaded Part B of the application form**; otherwise your application may not contain sufficient evidence to be assessed.

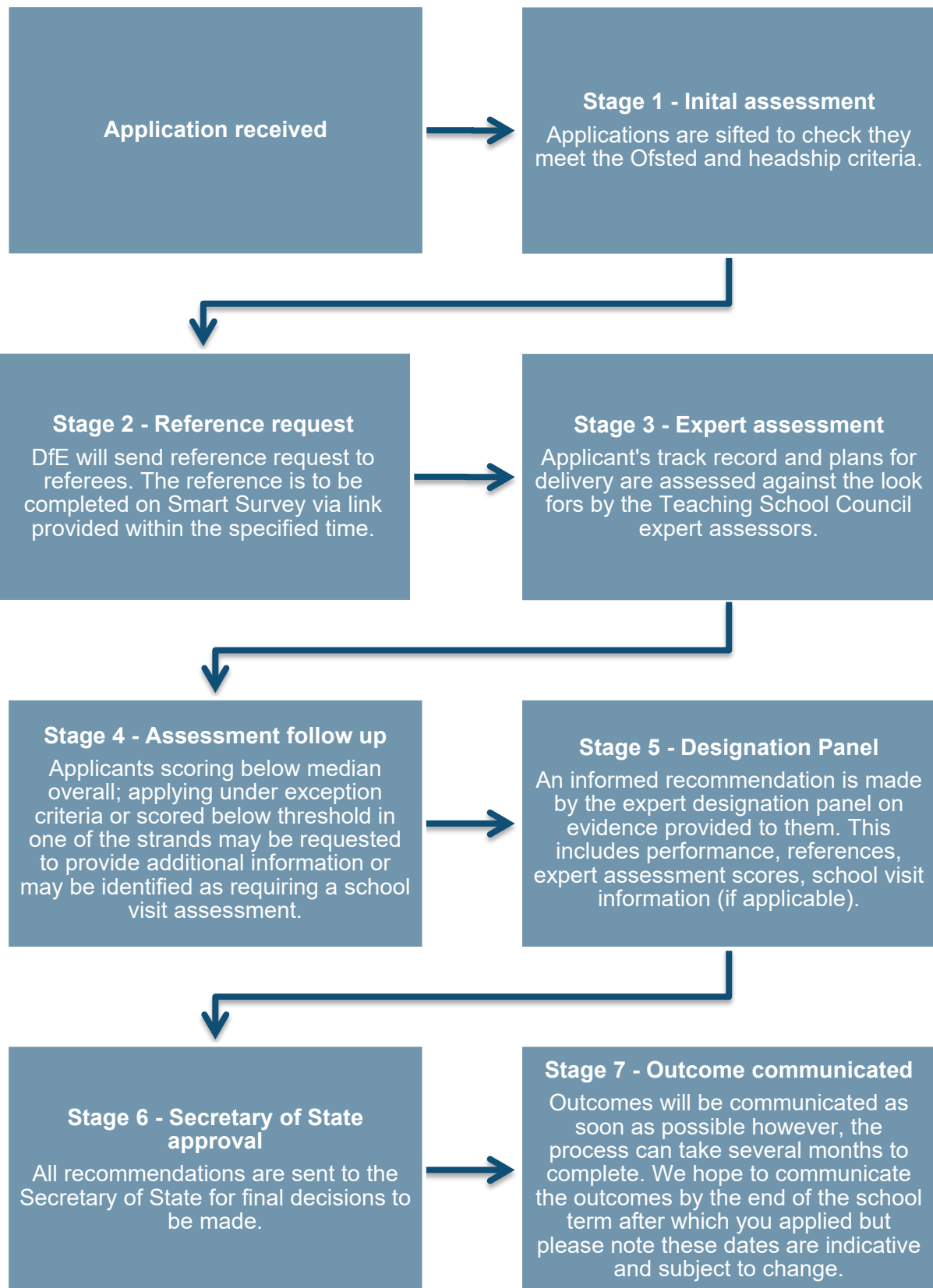
You must submit your application by **midnight on Thursday 7 December 2017**.

Before submitting your application, you will be asked to confirm that you have read and agreed to the declaration which you will be directed to via the online application form. Once the application has been submitted, you will receive an email to confirm this has been successful.

If any of the submitted information changes, please inform the designation team by contacting Teachingschool.application@education.gov.uk.

We wish you the best of luck with your application.

Annex A – application assessment process





Department
for Education

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