



Return to Teaching: assessment evidence

An assessment panel will assess each application form, against the criteria below, using a pre-defined scoring matrix.

Scoring matrix

Score	Definition
0	The response does not demonstrate any evidence that the application meets this requirement
1	The response demonstrates insufficient evidence that the application meets this requirement
2	The response demonstrates some evidence that the application meets this requirement
3	The response demonstrates sufficient evidence that the application meets this requirement
4	The response demonstrates sufficient evidence that the application meets this requirement, and furthermore demonstrates additional appropriate evidence beyond that required
5	The response demonstrates multiple examples of evidence that the application meets this requirement, and furthermore demonstrates additional high value and/or impact in this area

The following factors will also be taken into account when assessing bids but are not criteria:

- Geographical spread
- Balance between the EBacc Subjects

Applicant schools should provide evidence against the following questions:

QUESTION:	EVIDENCE LOOK FORS:
1. How many returner places on the pilot are you applying for and in which subjects?	<ul style="list-style-type: none">• Minimum of 5 places, maximum of 40.• EBacc subjects only. It is for individual school partnerships to determine whether they bid for cohorts in a single subject or a mix of EBacc subjects, depending on the need of the particular partnership. School partnerships may wish to consider specialising in a specific subject and working with other school partnerships that specialise in different subjects.

<p>2. What is your rationale in applying for these returner places/subjects on the pilot?</p>	<ul style="list-style-type: none"> • Evidence of difficulty in filling allocated places on school-led ITT routes and contact with School Direct as a result. • Evidence of engagement with support initiatives such as subject knowledge enhancement, school experience and School Direct networks. • Evidence of particular need in EBacc subjects and justification of number of places. How these places will be supported to employ at the end of the programme across the school partnership. • Evidence of how this pilot will contribute to workforce planning across the school partnership and demonstrate a clear intention to employ those recruited beyond the end of pilot. • Evidence of what the school partnership will deliver over and above the funding provided by NCTL, for example, local marketing of the pilot (please note that no grant funding can be spent on marketing).
<p>QUESTION:</p>	<p>EVIDENCE LOOK FOR:</p>
<p>3. How will the school partnership recruit qualified but inactive teachers who are interested in returning?</p>	<ul style="list-style-type: none"> • Evidence of use of local networks to promote the pilot and raise its profile among inactive teachers. • Targeted marketing locally to reach and attract inactive teachers. • Evidence of a suitable process for selecting returners to the limited places on the pilot.
<p>4. How will the school partnership use its experience and expertise to identify the returners support needs?</p>	<ul style="list-style-type: none"> • A clear process defined to determine what support returners need, involving the gathering of paper evidence and practical evidence. • An account of the skills of the staff to be involved in the delivery of the pilot demonstrating: <ul style="list-style-type: none"> ○ High levels of expertise in the relevant subject; ○ High levels of skill in relating to/mentoring teachers; ○ Flexibility of approach in tailoring training to meet the needs of individuals; and ○ • The value placed on review of training and support, and continuous improvement.

<p>5. How will the school partnership design a package of support to meet the specific needs of the returners recruited?</p>	<ul style="list-style-type: none"> • A clear process by which the needs of the returners recruited to the pilot will be translated into a support package. • Capacity to create a joint team on behalf of the school partnership to design, develop and deliver a high quality training and support package. • A description of what a proposed package of support would look like to respond to the specific barriers faced by returning teachers.
<p>6. How will the school partnership embed learning from this pilot and share this beyond the partnership?</p>	<ul style="list-style-type: none"> • Evidence of how the lead school will embed learning across all partnership schools. • Plans of how the school partnership will engage with other local schools to raise awareness of the pilot and its aims and disseminate learning from the pilot.
<p>7. What are the key milestones?</p>	<ul style="list-style-type: none"> • Detail of key milestones to enable you to plan, design, recruit to and deliver your support.