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# Tailored Support Programme: Expression of interest to provide:

# External mentoring support for early career teachers; and

# Strategic support for schools facing recruitment and retention challenges (system leaders).

# Deadline Friday 8 February 2019

## Context

In 2018, the Department announced a programme of up to £30 million to help schools that we have identified as likely to be facing recruitment and retention challenges.

While most schools are able to recruit and retain teachers, some schools across the country are facing teacher supply challenges. We know from our evidence that the factors associated with these challenges are complex and varied.

Key aspects of the Tailored Support Programme include providing:

1. External mentoring support to teachers in the early stages of their careers through the deployment of specialist leader of education (SLE); and
2. Strategic support and advice for school leaders on workforce planning and recruitment activity through **system leaders** who are National Leaders of Education (NLEs) or equivalent.

The programme is demand led which means deployment is based on take-up, capacity and location. However, while we have already recruited a number of people for these roles, there are a number of areas of the country where we still require additional support.

*Please note that the Tailored Support Programme is focused on addressing recruitment and retention issues specifically; it is entirely separate from the 18-19 School Improvement offer for which NLE support is also being commissioned via the Teaching Schools Council at regional level.*

## Requirement and responsibilities for external mentors

We are seeking expressions of interest from teaching schools that have system leaders with at least a specialist leader of education (SLE) designation within their alliance. These specialist leaders will have an excellent knowledge of the school system, a clear understanding of what constitutes high quality teaching, as well as a track record of mentoring or developing teachers.

The support will involve helping teachers in their early careers (years 2 to 4). The result of the support to the teacher could be, amongst other things, being equipped to draw upon a range of strategies to manage workload effectively, or increased ability to develop considered career progression plans.

**Key responsibilities**

While the nature of each mentoring relationship will be dependent on the needs of the mentee, the scope of the support could include:

* Establishing trusting relationships with the mentee and the senior leaders within their school, modelling high standards of practice.
* Providing a grounded perspective on relationships in school life.
* Supporting their development and progress by drawing on a wide range of experiences, strategies and techniques based on the skills and expectations set out in the Teachers’ Standards.
* Supporting the mentee with managing workload effectively, advising on effective marking, planning and data management strategies.
* Supporting the mentee in developing and implementing effective behaviour and classroom management strategies.
* Encouraging reflective practice through appropriate challenge.
* Brokering opportunities to observe best practice.
* Supporting the mentee to access expert subject and pedagogical knowledge and encouraging mentees to access, utilise and interpret robust educational research to inform their teaching practice.
* Supporting the mentee with plans for career progression.
* Supporting the mentee in developing the highest standards of professional and personal conduct.

The Department is providing funding of up to £400 per day for this work (inclusive of VAT) and in arrears of the activity.

We expect the successful applicant to work with each mentee for the equivalent of 3 days per year (or 6-12 sessions), including face-to-face visits and phone calls. Mentors may be asked to work with a number of different teachers across different schools, where appropriate, and dependent on capacity.

We are looking for involvement from teaching schools in specific areas of the country, in primary and secondary phases. The programme is expected to end in July 2020, with mentors being deployed in line with local needs.

We are looking for external mentors in the following areas:

| **Region** | **Area** |
| --- | --- |
| North of England | Cumbria, Northumberland, Newcastle(mostly secondary needed) |
| Lancashire and West Yorkshire  | Liverpool City, Salford, Warrington, Wigan |
| North West London and South Central England | Bedfordshire, Northamptonshire, Slough |
| East Midlands and The Humber | East Riding, NE Lincolnshire, Derbyshire, Nottinghamshire |
| West Midlands | Staffordshire, Warwickshire and Birmingham. |

1. **Requirement and responsibilities for system leaders**

Local expertise is central to the success of the programme and will ensure that the support provided is aligned to local improvement priorities and activity. To that end, we are seeking expressions of interest from system leaders who have a track record of addressing recruitment and retention issues and can support schools facing recruitment challenges in this area. The nature of this support will involve engaging with school leaders to improve their strategic workforce planning and recruitment activity across their school, and to support them in developing robust action plans to address issues in recruiting and retaining teachers.

We are looking for involvement from system leaders, in both primary and secondary phases.

The Department will provide training and induction on the objectives of this approach, though we expect the system leaders to use their professional expertise to operate based on evidence of approaches we know work. In addition, an initial meeting will take place with nominated officials from the Department’s regional teams to plan and agree schedule and details of support.

**Key responsibilities:**

* Engaging with school leaders, supporting them to identify and address specific challenges
* Assessment of existing and potential partnership arrangements, and possible improvements
* Identification of national programmes that have the potential to support improvements
* Supporting school leaders in their workforce mapping and succession planning
* Co-developing strategies to tackle workload and providing advice on how to review and streamline practice and policies.
* Establishing how to increase use of flexible working
* Effective deployment, including reviewing the number and deployment of teaching assistants
* Assessment of the school’s current recruitment activities

The Department is providing funding of up to £600 per day (inclusive of VAT) for this work and payments will be made in arrears of the activity.

We expect the successful applicant to work with each school for up to six days in a year and may be asked to cover approximately five schools, where appropriate and depending on capacity.

***We are seeking system leaders from across the country but who are prepared to work across any of the 8 Regional School Council’s regions where they have capacity and are within reasonable travel distance.***

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| --- |
| Some quotes from existing system leaders: *“Finding out about how other schools manage recruitment and retention has been both professionally stimulating and very helpful in thinking about our own practice and procedures.”*Martin Brown, Hitchin Boys’ School*“Recruitment and retention of teachers in our schools for our beloved profession should be everybody's responsibility. The Tailored Support Programme enables you as a System Leader to fulfil your responsibilities as an NLE and your school is also paid for your time. It's always a privilege visiting other schools and I've really enjoyed working with colleagues from different schools in different Trusts. I genuinely get as much from the relationship as I hope that they get from my support. The programme has also highlighted recruitment strategies for the Trust that I work in too, which has been really helpful. The support you get from the DfE Regional Delivery Team is outstanding. I thoroughly recommend it.”*Ashfaq Rahman, Nova Education Trust |

## Submitting your application

If you are applying on behalf of a Teaching School Alliance, and are looking to provide multiple mentors or system leaders, you should set out the track record of each of person and include their designation in question 3, and list each of their names in question 6.

The number of days will also include an initial introduction meeting with schools, alongside a DfE official, to determine the extent of the schools’ issues. Initial engagement with schools is where a plan of action will be agreed with schools, which may include offers of other initiatives from the Department as appropriate.

We invite you to submit a short expression of interest, using the form below, outlining your relevant skills and experience and your capacity for this role.

Please submit your expression of interest form to: grants.subnational@education.gov.uk by **Friday 8 February 2019**

# Expression of interest form

## Section 1 – Personal details

|  |  |
| --- | --- |
| **Title** |  |
| **Name** |  |
| **School/Teaching School Alliance** |  |
| **Local Authority** |  |
| **Address** |  |
| **Postcode** |  |
| **Please indicate which of the roles you are applying for?**[ ]  **External Mentor (Respond to Question 1)**[ ]  **System Leader (Respond to Question 2)****Please tick both boxes if you are applying for both roles.** |

## Section 2 – Experience and evidence

|  |  |
| --- | --- |
| **Question** | **Response** |
| 1. Referring to the responsibilities for **external** **mentors** above, please give details of the track record of proposed mentors in supporting teacher development through mentoring support, providing specific examples of the schools in which they have worked where appropriate. *(Up to 500 words - use this space to provide sufficient evidence to answer this question)*
 |  |
| 1. Referring to the responsibilities for **system leaders** outlined above, please give details of **proposed system leader(s) in addressing recruitment and retention challenges** both in schools you have worked in and through support provided to other schools.

*You should look to include the following in your response:** *Track record in addressing recruitment and retention problems in your own school*
* *Experience of supporting other schools, using specific examples*
* *Details of the nature of the support provided and the impact of that support*
* *Evidence of your ability to develop strategies to tackle workload issues.*
* *Understanding of national programmes run by the department to support recruitment and retention in schools*

*(use this space to provide sufficient evidence to answer this question in no more than 800 words)* |  |
| 1. Please list any specific designations, for example Specialist Leader of Education (SLE), National Leader in Education (NLE), Local Leader in Education (LLE), etc. and how long held. If applying on behalf of a group please list for each person.
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| 1. How many days per term are they (or each person) able to commit to this role, alongside other commitments?
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| 1. In which local authority areas are you/they able to provide support?(Please list)
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| 1. Where this application is being submitted on behalf of multiple mentors and/or system leaders please list the name of each person and state whether they are primary or secondary specialists
 |  |

Please submit your expression of interest form to: grants.subnational@education.gov.uk;

Your application will be assessed by a panel alongside other applications.

We will arrange induction and orientation meetings for successful applicants where you will have the opportunity to meet members of the DfE regional team and to hear more about the initiative.

If you have any further queries please email the above mailbox.

We look forward to receiving your application.

**Tailored Support Programme Team**

**Department for Education**