



Department  
for Education



Infrastructure  
and Projects  
Authority

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**12 July 2022**

Dear Chris,

### **Appointment as SRO for the Teacher Development Reform Programme**

This letter confirms your appointment as Senior Responsible Owner (SRO) for the Teacher Development Reform (TDR) programme. It sets out your responsibilities, and the support you have the right to expect from the department.

The appointment is made with effect from 01 April 2022. In this role, you are directly accountable to your Director and 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 TDR programme. 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 business cases are 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 cases;
- 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 TDR programme to the scheduled full term, currently forecasted as 2028 (based on the end of agreed Framework Agreement).

## **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 require approximately 80% of your time per month.

Before signing this letter, you should have established in discussion with your Director and DG how managing your SRO responsibilities is going to be feasible alongside any other 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 Director and 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**

The TDR programme is part of the wider reforms to Teacher Continual Professional Development (CPD) as well as part of the DfE Teacher Recruitment and Retention Strategy,

referenced in the recent DfE White Paper published in March 2022, 'Opportunity for all: strong schools with great teachers for your child'.

The TDR programme includes, the Early Career Framework (ECF), National Professional Qualifications (NPQ) and Institute of Teaching (IoT) projects. These exciting innovations are part of the investment in our teachers and leaders which include; a new two year induction for Early Career Teachers (ECTs), with mentors trained and provided to support those new teachers and; new Specialist NPQs and reforms to our existing Leadership NPQs. Alongside this, the Institute of Teaching will become England's flagship teacher training and development provider, showcasing exemplary delivery of the ECF and NPQs, delivering evidence-based approaches to teacher training, as well as leadership courses and continued professional development, building on existing high-quality provision.

The driving force behind these reforms is to ensure an excellent teaching profession. Together, they will help teachers and school leaders in every phase, subject and context feel more confident and in control of their careers. They will establish strong professional development cultures both within individual schools and across the country, elevating the quality of teaching and ultimately improving pupil outcomes.

The TDR programme will 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.

A summary of the programme's scope and benefits are set out here:

### Early Career Framework

The Early Career Framework (ECF) reforms entitle all early career teachers to a funded, two-year package of structured training and support linked to the best available research evidence. The simplest option, and the option most schools have taken, is to use a DfE funded training provider who will deliver a comprehensive programme of face-to-face and online training. Lead providers will be inspected by Ofsted so schools can be assured that this training will remain high-quality, and the support is fully funded so there are no costs for schools.

## National Professional Qualifications

National professional qualifications (NPQs) are a national, voluntary suite of qualifications, designed to support the professional development of teachers and leaders. These qualifications are:

- **NPQ in Leading Teacher Development:** developing teachers who are responsible for the training and development of others, including early career teachers;
- **NPQ in Leading Teaching:** developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase and
- **NPQ in Leading Behaviour and Culture:** developing teachers who have responsibilities for leading behaviour and culture.
- The **three existing NPQs in Senior Leadership, Headship and Executive Leadership** have been refreshed, ensuring that they are underpinned by the latest evidence of what works.

Two further NPQs will be added in Autumn 2022:

**NPQ in Leading Literacy:** developing teachers who have responsibilities for leading literacy across a school, year group, key stage or phase.

**NPQ for Early Years Leadership:** developing leaders qualified to at least Level 3 with a full and relevant qualification who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based and maintained nurseries, or childminders with leadership responsibilities.

We are also consulting on introducing a leadership level SENCO National Professional Qualification.

## Institute of Teaching

The Institute of Teaching will become England's flagship Lead Provider, showcasing exemplary delivery of the above reforms through the new ITT Core Content Framework, ECF, and the recently revised NPQs. The Institute will also provide training for National Leaders of Education (NLEs) and build evidence around the most effective approaches to training and developing teachers, using this to support other teacher development organisations, including new Teaching School Hubs, to understand and implement best practice.

## Benefits

From a benefits perspective, the programme's vision is to create "An excellent teaching profession, through high quality, evidence-based CPD for teachers and leaders, leading to improved teacher quality, retention and ultimately pupil outcomes".

To deliver this vision, the various sub-programmes/projects within the TDR Programme each have named specific benefits, which feed the high-level and overarching programme benefits:

1. Improved teacher workforce quality
2. Improved retention of teachers & leaders
3. Improved access to high quality teacher development

## **Governance**

As SRO, you oversee and chair the TDR's Programme Board. The Board's membership comprises of key internal stakeholders from the Regions Group, Initial Teacher Training (ITT) and representatives from teacher analysis unit, finance, legal and commercial and strategic communications. The aims of the board are to 1) make key decisions on the programme and 2) provide scrutiny of risk management and assessments of delivery.

The TDR programme plays a significant role in the delivery of the Recruitment and Retention (R&R) Strategy and reports, therefore, into the Teaching Workforce Directorate (TWD) Portfolio Board. The Portfolio focuses on: where to invest resources; whether to continue to invest in existing resources; how to ensure efficient and effective delivery; and how to maximise the return on investment. The programme reports 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 & engagement and finances across the portfolio of programmes. The Board is chaired by the Directors of TWD and attended by the TDR programme's SRO and its Programme Director (Graham Tanfield).

The Department's [governance structure](#) is there to support the risk management, delivery or performance issue that cannot be managed at Directorate level, or that would benefit from further assurance.

The programme 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.

## **Assurance**

As SRO, you are required to undertake internal and external assurance reviews which are an essential part of successful programme 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 programme 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)**

We appreciate you undertaking the MPLA qualification. When you graduate, 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.

## **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 programme, where it is in excess of your own delegated financial authority. The Whole Life Cost for the TDR programme is £735.68m.

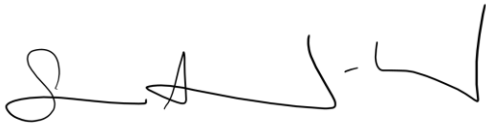
You are also responsible for recommending to your Director, DG and the Recruitment and Retention Portfolio Board the need to either pause or terminate the programme where necessary and in a timely manner.

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.

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

Yours sincerely

A handwritten signature in black ink, appearing to read 'S Acland-Hood', with a stylized, flowing script.

Susan Acland-Hood, Permanent Secretary, Department for Education

A handwritten signature in black ink, appearing to read 'N Smallwood', with a long, sweeping horizontal line underneath.

Nick Smallwood, Chief Executive, Infrastructure & Projects Authority

We confirm that we accept the appointment including my personal accountability for implementation of the TDR programme as detailed in the letter above.

Signature of SRO:

Chris Armstrong-Stacey

[date]