



The National Association of
School-Based Teacher Trainers

Effective ITT Leadership and Management



Programme

Day 3	
Welcome	
Questions arising from Days 1 and 2	
Session 9	Digital Marketing
Session 10	Strategic Planning and Risk Management
Session 11	Utilising Recruitment Data
Session 12	Placement Schools

Day 4	
Session 13	Integrating SEND
Session 14	ITT Funding
Session 15	Procurement and Tendering
Session 16	Mentor Training and Development

Take Aways

Session 9: Digital Marketing

Reflections and notes:

Reflections and notes:

Session 10: Strategic Planning and Risk Management

Reflections and notes:

PESTLE Analysis

Political	
Economic	
Social	
Technological	
Legal	
Environmental	

Session 11: Utilising Recruitment Data

Statistics: initial teacher training, DfE

<https://www.gov.uk/government/collections/statistics-teacher-training>

Initial Teacher Training Census, DfE

<https://www.gov.uk/government/collections/statistics-teacher-training#census-data>

Jack Worth, NFER

<https://x.com/JackWorthNFER>

Reflections and notes:

Session 12: Placement Schools

Reflections and notes:

Session 13: Integrating SEND

Reflections and notes:

Reflections and notes:

Session 14: ITT Funding

In the space below, note all sources of revenue (income) and expenditure (costs).

Revenue (income)

Expenditure (costs)

Reflections and notes:

‘Homework’: ‘Doomsday’ Modelling!

- An activity for you to carry out after the programme is to model what would happen with a 10% year-on-year decrease in trainee numbers over three years.
- An additional level of financial modelling can involve assuming a 5% increase in costs per year for the same three-year period.
- Where would the cuts need to be made to sustain your provision?
- If you needed to reduce staffing, how would you do this?

Reflections and notes:

Session 15: Procurement and Tendering

According to gov.uk [procurement law for schools](#):

- Your procurement policy should set out what low, medium and high value means;
- Under £10,000 (low value) – buy from ‘catalogues’;
 - Compare similar products and prices and choose the supplier offering best value;
- Between £10,000 and £40,000 (medium) – get at least 3 quotes;
- Over £40,000 up to public procurement threshold (high) – advertise a contract and run a buying process;
- Over Public Procurement Threshold (Currently £214,904) – run process compliant with Procurement Act.

The values are for single items or groups of items, which must not be disaggregated artificially.

Best Practice

The following represents NASBTT's suggestions for procurement thresholds. However, we are not financial experts and individual providers **must** take their own advice before determining their own procurement policies:

- Above £1,000 and up to £2,500, two oral quotations;
- Above £2,500 (£5,000 for works) and up to £10,000, three written quotations;
- Above £10,000 and up to £40,000, three formal quotations to be submitted in writing by a specified date and time and based on a written specification and evaluation criteria;
- Above £40,000, up to PPT four tenders.

The values are for single items or groups of items, which must not be disaggregated artificially.

Reflections and notes:

Which items from your own budget fall within each of these categories?

£1,000 - £2,500	
£2,500 - £10,000	
£10,000 - £40,000	
£40,000 - PPT	

Team Brief: Designing an Invitation to Tender

The Jane Austen Multi Academy Trust is now in its third very successful year of operation and has grown to over 100 trainee teachers across a range of subjects. They have been happy with their existing university provider (who awards a PGCE to their trainees) but are aware that financial best practice means that after three years they ought to put this contract out for tender to show value for money.

Their current HEI partner charges them a little over £1,000 per trainee, for which they provide five days on-site teaching, all marking and moderation of assignments, the QA process associated with the academic award and a certificate which is disaggregated from the QTS certificate.

The Programme Lead has noted that it would be useful for the trainees to have better access to online research materials than the current HEI provides, but this has not been a huge barrier. She has also noted that at a recent NASBTT conference, some colleagues were telling her about the additional benefits their trainees get including access to mental health support services and dyslexia support teams. To date, they have not needed this so are not sure how important it is; however, it was interesting to know that other HEIs were offering a range of options.

They have asked you to help them design an invitation to tender proforma which will measure all aspects of a partnership between the Jane Austen Multi Academy Trust and the HEI. Remember: value for money does not necessarily mean “cheapest” but evaluates the whole package.

In your teams, design an invitation to tender which explores as wide a range of factors as you can think of to evaluate the value for money of any offer received. Also consider how many tenders you ought to seek in order to meet best practice recommendations.

Reflections and notes:

Session 16: Mentor Training and Development

Reflections and notes: