



The National Association of
School-Based Teacher Trainers

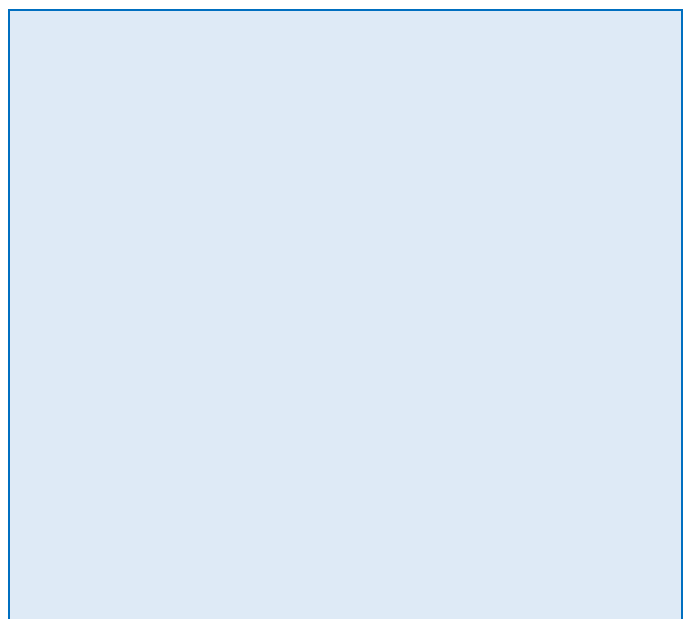
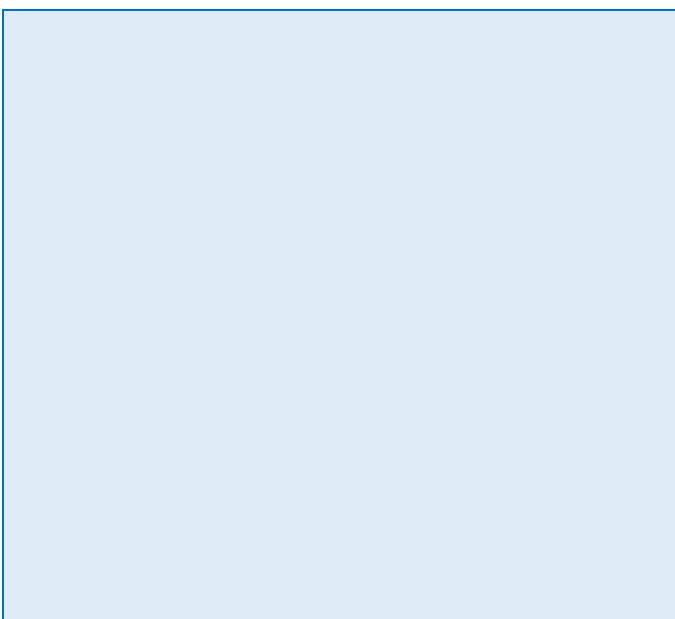
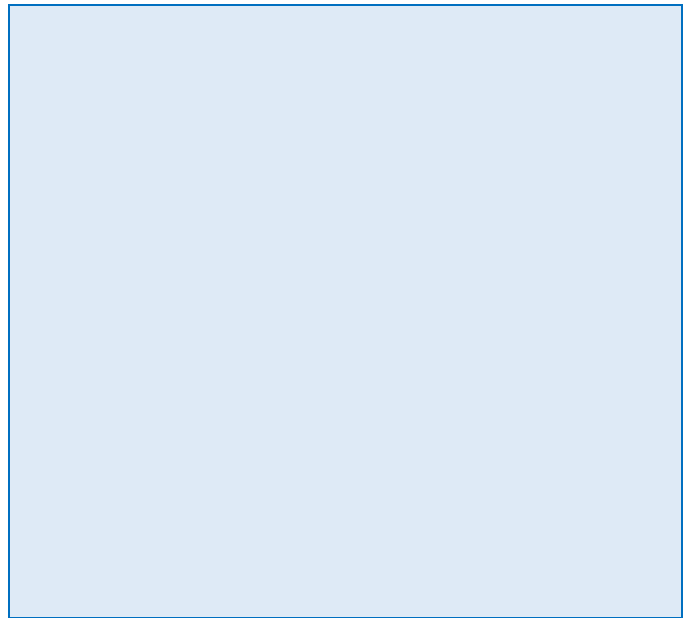
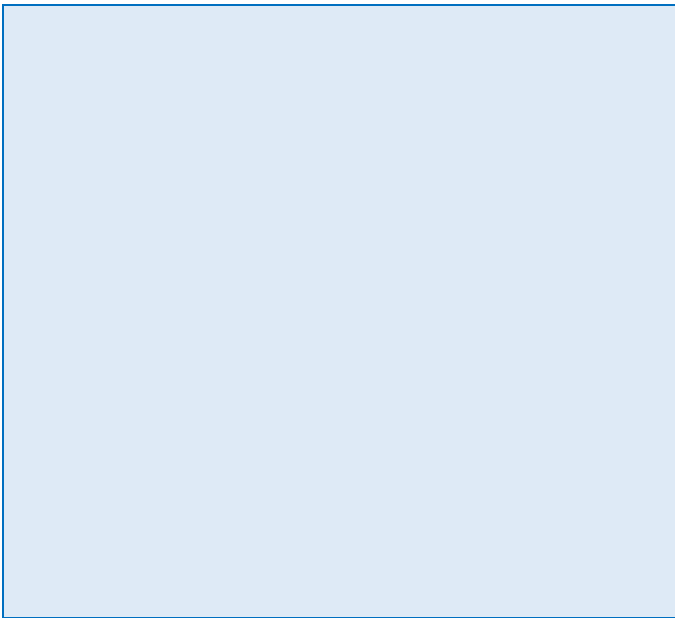
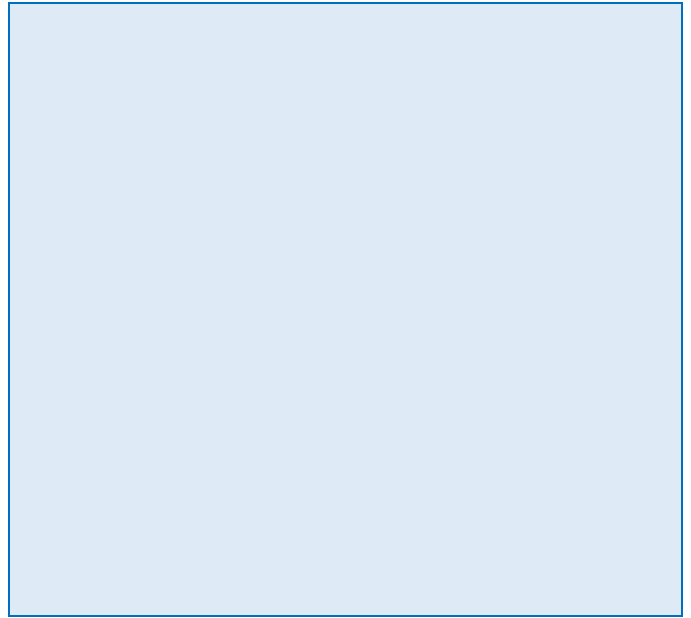
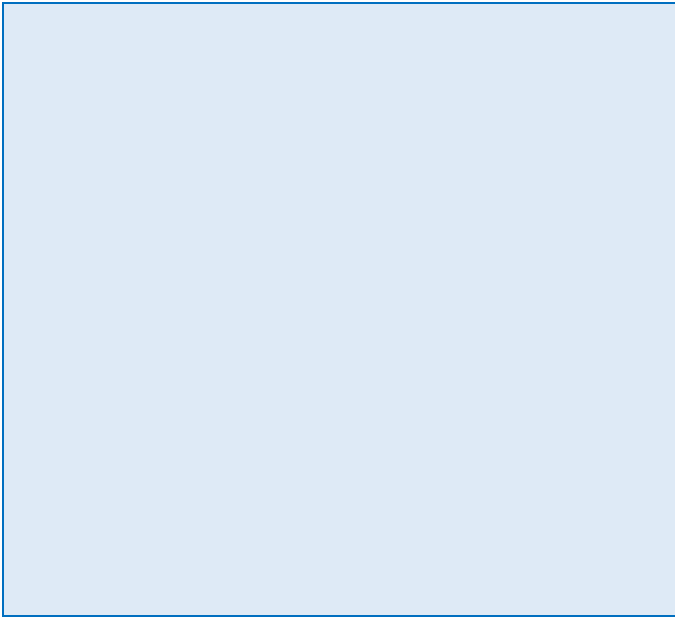
Effective ITT Leadership and Management CPD Programme



Programme

Days 3 and 4
Digital Marketing
Succession Planning Within the Organisation
Managing Trainee Needs
Placement Schools
Procurement and Tendering
ITT Funding

Take Aways



Digital Marketing

Reflections and notes:

Reflections and notes:

Succession Planning Within the Organisation

My Organisation:

Contingency Planning

Personnel	1 week	4 weeks	3 months
<p>Most senior member of the team:</p> <p>What will the key priorities be? What might get missed? Which ball 'really can't drop'? Who has an overview of the different elements of their role? Who could pick up different elements of the role? Where are key documents held? Who holds logins for key sites?</p>			
<p>Team member 2:</p> <p>What will the key priorities be? What might get missed? Which ball 'really can't drop'? Who has an overview of the different elements of their role? Who could pick up different elements of the role? Where are key documents held? Who holds logins for key sites?</p>			

Personnel	1 week	4 weeks	3 months
<p>Team member 3:</p> <p>What will the key priorities be? What might get missed? Which ball 'really can't drop'? Who has an overview of the different elements of their role? Who could pick up different elements of the role? Where are key documents held? Who holds logins for key sites?</p>			
<p>Team member 4:</p> <p>What will the key priorities be? What might get missed? Which ball 'really can't drop'? Who has an overview of the different elements of their role? Who could pick up different elements of the role? Where are key documents held? Who holds logins for key sites?</p>			

Personnel	1 week	4 weeks	3 months
<p>Team member 5:</p> <p>What will the key priorities be? What might get missed? Which ball 'really can't drop'? Who has an overview of the different elements of their role? Who could pick up different elements of the role? Where are key documents held? Who holds logins for key sites?</p>			
<p>Team member 6:</p> <p>What will the key priorities be? What might get missed? Which ball 'really can't drop'? Who has an overview of the different elements of their role? Who could pick up different elements of the role? Where are key documents held? Who holds logins for key sites?</p>			

Reflections and notes:

Managing Trainee Needs

Reflections and notes:

Placement Schools

Reflections and notes:

Reflections and notes:

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 value) – get at least 3 quotes;
- Over £40,000 and up to public procurement threshold (high value) – 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.

In 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 and 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. They have also noted that at a recent NASBTT event, some colleagues were telling them 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 team, 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:

EXAMPLE INVITATION TO TENDER

Introduction

{Include information about you as a provider and your local community here – an example can be found below but this should be tailored to your own needs and circumstances}

{Example Training} Partnership is a primary ITT partnership based in xxxx.

xxx is an exciting, vibrant city; where the school community continues to grow each year. The building of new schools inspires creativity, pioneering new environments and practice; and the opportunities for teachers' professional development exceeds that of more established communities.

All stakeholders are carefully selected on the basis of their effectiveness and expertise. They are required to demonstrate a strong commitment to school-centred initial teacher training, with a passion for establishing a professional learning community for their staff. The Partnership thrives because of the active role its partners take in the design and delivery of the programme; together driving the following aims and aspirations:

- LIST YOUR PARTENRSHIP'S AIMS/OBJECTIVES

The Partnership was recognised for the outstanding quality of its ITT provision during its Ofsted inspection in March 2013.

Why we are tendering

As a public body institution, we are required to comply with procurement and Value for Money standards. In addition, we use the tender process to formally review our needs and ensure that when considering Value for Money both to the organisation and any end user we have always considered qualities of service as well as fees.

What we are tendering for

We wish to continue to offer a PGCE for our ITT cohort. Having a quality PGCE provider in partnership with ourselves helps us to offer a more complete package and helps us compete against other providers. The PGCE is offered to our trainees as part of their fees; achieving Value for Money will allow us to maintain our current offering, whilst being competitive and giving us opportunities to offer the very best we can to trainee teachers.

We wish you to tender for the PGCE element of our offering. We have identified some key factors that we believe determine the quality and value of the provision. If you could please respond to these questions in the order presented. Responses not presented in this order will be rejected. Please restrain responses to below 250 words per question. You are welcome to include additional material for context and to highlight any further differentiation of service but again, please consider quality over quantity.

The contract will be based on the number of trainees for the XXXX academic year. We anticipate this to be around XX trainees. The contract will be reviewed on a yearly basis.

Payment of the PGCE will be on a termly basis with 25% in Autumn, 25% in Spring and 50% in the Summer term.

Tender responses

- Number of Masters Level credits offered
- Costs (and what is included/not included in those costs)
- Brief outline of assignments and how these are assessed
- Brief outline of who will hold responsibility for marking and moderation of assignments
- Brief outline of the structure of the PGCE year including deadlines, number of taught sessions, timing of taught sessions, anticipated location of taught sessions, etc.
- Brief outline of the staff that would be involved in the partnership and their roles
- Access to university staff – proposals for trainee access to university staff (face-to-face, email, etc.)
- Student access – including library access, student support services, etc.
- Proposal for certification (joint PGCE/QTS certificate or separate)
- Ability to work flexibly with our partnership to make reasonable adjustments to timings, deadlines, assignments, etc.
- Willingness and openness to developing other opportunities and collaborating in innovative ways in the future
- Any specific terms and conditions regarding cancellation throughout the year
- Any other differentiation from other providers. If there are options for additional services, please include details of associated incremental charges
- Please disclose any reputational issues or conflicts that may inhibit us marketing you as a provider

Questions

If you have any questions regarding the tender, please request via email {email_address}, should an errata be published this will be done by XXXXX.

Returning responses

Please respond to XXX {Name} either via email at {email address} or deliver to {address} by {date} at 5.00p.m.

To allow us to identify your response and to assist us in making contact if necessary, please provide the following information as part of your response:

- Name of institution
- Contact details (including name of main contact)

A full contract of terms and conditions will be issued on completion.

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: