Teaching School Hubs: Application Guidance

September 2020

Contents

1. Introduction

1.1.   Great schools depend on great teachers. In the Department's Recruitment and Retention strategy, published in January 2019, it committed to improving support for all teachers, ensuring that they receive high quality training and development at every stage of their career – from Initial Teacher Training (ITT) through to leadership qualifications. Central to this are the ITT Core Content and Early Career Frameworks, which set out an entitlement to new, evidence-based support and training over the first three or more years of a teacher's career, as well as support for their mentors.

1.2.   **At the heart of this new system will be teaching school hubs (TSH).** The concentrated focus for teaching school hubs on teacher training and development will see a return to the original vision behind teaching schools, recognising teacher and leadership development as the most important form of school improvement. The TSH programme will create a network of 87 centres of excellence for teacher training and development, focused on some of the best schools and MATs in the country, replacing the current network of around 750 teaching schools.

TSH will be the best schools in the country

1.3.   TSH will be Outstanding or Good schools, that will build strong partnerships with other schools to support teachers and leaders, in every phase and type of school, at each stage of their development. Schools that are part of a MAT with a proven record of driving improvement can have their MAT formally recognised alongside the designated school.

TSH will provide high quality professional development to teachers at all stages of their career

1.4.   TSH will be at the forefront of providing high quality professional development. They will be expected to play a significant role in delivering the Early Career Framework when it is available nationally from September 2021, and to seek to be involved in the delivery of new specialist National Professional Qualifications (NPQ), Leadership NPQs and the New Headteacher Programme. They will also deliver school-based initial teacher training. Their clearly defined role in professional development will make it easier for schools and teachers to identify the opportunities and support that are available to them.

1.5.   TSH will also promote and deliver other high-quality evidence-based professional development to school leaders and teachers, that is underpinned by the department's Standard for Teachers' Professional Development (also called 'the CPD Standard') and may be developed in conjunction with the Education Endowment Foundation's network of Research Schools. TSH will set out their proposed activity in relation to other CPD in their delivery plans, which will be signed off by the department after ensuring the right balance of priorities of TSH core functions: ECF, NPQs, ITT and then other CPD.

TSH will be sustainably funded and will be accessible to every school in the country.

1.6.   Currently, each teaching school receives a £40,000 annual grant from the department. Many teaching schools have told us that this is not sufficient to sustain the infrastructure for their work. By contrast, TSH will receive an annual grant of around £200,000, subject to them demonstrating progress against their Key Performance Indicators.

1.7.   The current network of teaching schools is not evenly distributed nationally, with schools in some disadvantaged areas having little or no access or support. This will be replaced by a national network of TSH, each TSH having its own defined area, serving all schools in that area, with the aim of securing national coverage. Schools will be free to choose which TSH to engage with. Though we expect this will in most cases be the local TSH, we also recognise that existing partnerships will mean some schools electing to work with a TSH that they have strong relationships with.

2. Why schools should be involved

Teaching school hubs will be the best of the best

2.1.   We want 87 of the best schools in the system to become TSH. A hub will be a school with an Outstanding or Good Ofsted judgement and above average performance data. Secondary schools will have a strong commitment to EBacc; primary schools will be highly effective at teaching phonics. They will be able to demonstrate consistently high teaching quality with continuous improvement at the core of their approach. They will have a proven track record in maintaining and raising standards in their own school, within their MAT, or in other schools.

2.2.   The full criteria against which we will assess applications can be found in Chapter 6 of this document.

Teaching school hubs will be at the forefront of teacher professional development

2.3.   It is an exciting time to be involved in teacher development as we introduce some of the biggest changes to teacher training in a generation. In September 2021, we will be launching the Early Career Framework – the department's new promise to support early career teachers and their mentors. TSH will be expected to seek to play a central role in delivery of this innovative programme. This will operate through a separate procurement exercise, details of which can be found on Contracts Finder.

2.4.   Alongside this, TSH will be well-placed to support the delivery of the new suite of NPQs, which are being introduced to support those teachers who wish to develop their expertise in important areas of practice such as teacher development and curriculum design. Details of the NPQs procurement can be found on Contracts Finder.

2.5.   To provide trainees and early career teachers with the best possible start to their career, we are introducing a new evidence-based ITT core content framework, which flows into the Early Career Framework, from September 2020. TSH will play their part in making this a success by providing school-led ITT, either through involvement with School Direct or a SCITT.

2.6.   TSH will also be able to deliver other high-quality evidence-based CPD that focusses on developing quality teaching across the hub area.

Teaching school hubs will be fully funded

2.7.   TSH will receive between £170,000 and £220,000 in order to develop and maintain their TSH infrastructure. We will make a three-year funding commitment, giving stability and certainty to commit fully to the role, subject to confirmation at the Spending Review. This three-year commitment will also allow hubs to take a long-term approach to support and development. Funding to deliver ECF, NPQs and ITT will be provided via separate procurements or supported by fee income from traded services.

3. Process overview

I am interested in becoming a teaching school hub. What do I need to do next?

- Read this document fully. It explains what teaching school hubs will be expected to do and sets out clearly what we will be looking for in an application.
- Consider whether your school meets the eligibility criteria, see Chapter 6. We are looking for applications from schools with high performance data.
- Identify which area(s) your school will want to cover. We have published a map that illustrates the 87 hub areas available on Jaggaer.
- For those who wish, potential applicants can contact the Teaching Schools Council who will be able to provide advice on the teaching school hubs programme.

What do I need to do to submit an application?

- Register with the department's e-Tendering portal Jaggaer.
- Review this application guidance.
- Gather all of the information and evidence that is required.
- If applicable, complete the separate performance form (for special schools/alternative provision/maintained nursery schools).
- Complete the application form. *Applicants should make sure that they have fully understood the assessment criteria set out in this document before submitting a response.*
- Submit the application by 12:00 noon on Friday 30 October 2020.

Please refer to Chapter 6 for more information on the application process.

4. The teaching school hub role

4.1.   Teaching school hubs will be central to the training and development of teachers throughout their career by providing evidence-based programmes and qualifications. They will support teachers to progress through whichever career pathway they choose.

4.2.   TSH will be expected to support the development of teachers working in all phases/types of school. They will therefore need to develop networks of high performing schools that can support the delivery of each of the activities to the full range of the teaching workforce. These networks will need to include special schools, alternative provision and the early years.

4.3.   Activities that successful TSH will be expected to undertake (in priority order) will include:

Early Career Framework

4.4.   The Early Career Framework builds on the ITT Core Content Framework with an entitlement to a fully funded, 2-year package of structured support for early career teachers linked to the best available research evidence - alongside funded time-off timetable in the second year of teaching. There will also be support for their mentors to help them deliver high-quality support.

4.5.   We expect successful TSH to be involved in the delivery of the Early Career Framework within their locality when it rolls out nationally in September 2021. If involved, this is likely to mean partnering with other organisations which are designated as a lead provider. How this will work in practice in national rollout is being developed – in the early rollout, delivery partners work to the lead providers on a sub-contractual basis, though other commercial models may be adopted by different lead providers. Ultimately, the decision of who will deliver the Early Career Framework will rest with the lead providers. If a TSH becomes a delivery partner for a lead provider (alongside other delivery partners), funding will be given to the TSH via the lead provider.

4.6.   Delivery of the Early Career Framework will involve offering training to early career teachers and their mentors. In year one of the Early Career Framework, delivery will be to one cohort of early career teachers and mentors which could be up to 600 teachers (in their first year of induction). In year two and onwards, delivery will be to two cohorts which could be up to 1,200 teachers (in their first and second years of induction), based on an average of 250 schools. There will be variation in the number of hours that this training will take. For example, in early rollout there is a maximum of 45 hours of training over 2 years for early career teachers and 36 hours of training over 2 years for mentors, which will be delivered through a mixture of face-to-face and online training. TSH will be expected to deliver training themselves or through their chain of partner schools but will be accountable for all delivery to the provider.

National Professional Qualifications (NPQs) and the New Headteacher Programme

4.7.　Many teachers want to further their career without progressing into senior leadership roles. In a more professional school system, there are emerging career pathways calling for expertise in important areas of practice such as teacher development and curriculum design, yet there are currently no related professional qualifications on offer. We are therefore launching new specialist National Professional Qualifications (NPQs) that will offer training and development in these increasingly important roles. We have already committed to introducing a Teacher Development NPQ to help develop the mentors who will be instrumental in supporting teachers training under the new ITT Core Content Framework and Early Career Framework. This recognises the vital role of high-quality mentoring in the school system and makes it an attractive career pathway for more experienced teachers.

4.8.　The current suite of leadership NPQs will also be reviewed. New Leadership NPQs will reflect the introduction of the Specialist NPQs, the updated Headteachers' Standards and the best evidence of the skills and knowledge that school leaders will need for the future.

4.9.　In addition to reforming the suite of NPQs, we are increasing our professional development offer for headteachers by introducing a new two year structured support package – provisionally called the New Headteacher Programme (NHP) – specifically for those new to the role of headship for their first 2 years in post. This will be delivered through high-quality coaching and other methods to enable headteachers to apply the best evidence, knowledge and skills in their own context and will be underpinned by the content set out in the reformed National Professional Qualification for Headship (NPQH).

4.10.　Currently, there is an average of almost 11,900 teachers and leaders that start their NPQ training each year, across four NPQs, shared across 40 providers (with a significant proportion of those starts delivered by 10 providers). The majority of NPQ providers – covering over 90% of all NPQ delivery – are led by or work with Teaching School Alliances as delivery partners.

4.11.　At our next NPQ procurement (to be launched in autumn 2020 for new NPQs to begin from autumn 2021), we anticipate seeking providers who can maintain a similar number of teachers and leaders undertaking the training as in the current system, across the suite of NPQs. We expect providers bidding to deliver new NPQs to factor TSH into their delivery models, recognising the need to deliver the specific content of each NPQ to the schools that they are working with. This would equate to approximately 140 NPQ starts per TSH per year (assuming an equal spread of NPQ starts across TSH), though exact details and teachers and leaders trained will depend on the NPQ provider that the TSH works with.

Initial teacher training (ITT)

4.12.   To provide trainees and early career teachers with the best possible start to their career, we are introducing a new ITT core content framework, which comes into effect from September 2020. The ITT core content framework and the Early Career Framework draw upon the best available evidence to establish an entitlement to a 3 or more year structured package of support for future generations of teachers.

4.13.   The ITT core content framework defines in detail the minimum entitlement for trainee teachers and places a duty on providers of ITT – and their partner schools – to meet this entitlement.

4.14.   TSH will deliver ITT in their area, either as a School Direct lead or partner school, or as a SCITT provider or partner school. Hubs will deliver high quality ITT, using the ITT core content framework to craft a coherent and well sequenced curriculum and providing excellent support for mentors.

4.15.   We will support TSH to develop strong delivery plans based on the specific needs of the area.

Appropriate Body

4.16.   All schools that offer a statutory induction are required to have an Appropriate Body (AB) for their Early Career Teachers.

4.17.   ABs play a key role in the quality assurance of induction. Alongside ensuring that support, monitoring, assessment and guidance procedures are fair and consistent, ABs are also required to ensure headteachers and principals are providing Early Career Teachers with their statutory entitlements.

4.18.   TSH will be required to provide Appropriate Body (AB) services for Early Career Teachers. The removal of Teaching Schools will see a reduction in the number of ABs in the market and we will expect TSHs to be available to fill the gap.

4.19.   There are restrictions on Appropriate Bodies, including those organisations that are both accredited ITT providers (such as SCITTs) and ABs. An accredited ITT provider:

   4.19.1. cannot act as AB in relation to an institution, or for a teacher, who has been assessed by the same organisation as meeting the specified standards, for the purposes of the award of qualified teacher status;

   4.19.2. cannot act as the AB to an Early Career Teacher who is serving any part of their induction period at that school.

4.20.   For more information on the wider conflict management stipulations in place for Appropriate Bodies please refer to the Statutory Guidance, entitled 'Induction for newly qualified teachers'.

Other Continuous Professional Development (CPD)

4.21.   TSH will be funded to promote and deliver other high-quality evidence-based CPD that focuses on developing quality teaching across the hub area. TSH should ensure that any CPD delivered directly supports the improvement of teacher quality (e.g. fostering knowledge of pedagogical practice or subject expertise) and is complementary to the golden thread of ITT, ECF and NPQs.

4.22.   TSH should also ensure that CPD is underpinned by and meets the five pillars of the Standard for Teachers' Professional Development:

1.   Professional development should have a focus on improving and evaluating pupil outcomes.
2.   Professional development should be underpinned by robust evidence and expertise.
3.   Professional development should include collaboration and expert challenge.
4.   Professional development programmes should be sustained over time.
5.   Professional development must be prioritised by school leadership

4.23.   The TSH CPD offer should also not duplicate or conflict with other DfE CPD, such as courses offered by curriculum hubs (e.g. maths hubs). TSH should maintain links to their local curriculum hubs and, where appropriate, TSH and curriculum hubs may signpost each other's provision. Subject-specific CPD that TSH offer must align with Government policy for that subject – e.g. mastery pedagogy in maths and phonics in English. Curriculum hubs can offer advice on alignment.

4.24.   In addition, to help assure the quality of CPD provision, TSH will take part in an induction course, and there will be opportunities to work with EEF and the network of Research Schools.

Induction course

4.25.   The Department will work with the Education Endowment Foundation (EEF) and the Teaching Schools Council to create an induction course for all TSH, which will be tested during the test and learn phase. TSH will be expected to have taken part in this course in their first year of operation (academic year 21/22).

4.26.   Local delivery arrangements of this induction course may vary, though will all be based on the same material. Further details will be made available during the delivery plan development stage, although by way of rough indication, we expect the course to take around 6 days throughout the year and be available for up to 3 members of TSH staff.

4.27.   The aim of the induction course is to ensure that TSH have a good understanding of evidence and its role in effective teaching and a shared language around evidence and effective professional development.

4.28.   The principles covered in induction should underpin all CPD activity that the TSH delivers, which will be reported to the department as part of regular management information reporting.

4.29.   There are a number of ways that it might be beneficial for TSH to work with the Research School Network following the induction - from mutual sign-posting to co-design and co-delivery of professional development. As circumstances vary locally, the Department will not specify any particular activity or relationship.

5. Funding

5.1.   To give TSH the stability that is needed to make plans for teacher development, the department will give a three-year commitment to providing infrastructure funding, subject to confirmation at the Spending Review. Funding will run from September 2021 for three academic years.

5.2.   The amount of funding that TSH will receive will depend on the number of schools (state-funded schools that have compulsory school age pupils) in the hub area at the time of appointment:

Table 1

Hub size	Funding level
225 or fewer schools	£170,000 p.a.
226 to 279 schools	£200,000 p.a.
280 or more schools	£220,000 p.a.

5.3.   If a TSH is supporting an adjacent area to where the lead school is located, we may provide some additional funding for travel. This will be discussed and agreed at the delivery planning stage.

5.4.   The funding provided is to pay for infrastructure costs as well as delivery costs for other CPD. The infrastructure costs include funding for staffing and the running of the central TSH infrastructure. The department will work with successful applicants to develop a financial plan that will detail the breakdown of how the hub will allocate infrastructure funding to realise its delivery plan. Funding will be paid termly in arrears following submission of a financial report.

5.5.   We will also provide successful hubs with up to £80,000 of start-up funding in AY20/21. This money should be used to cover costs such as recruitment for staff to run the hub, and staff time and travel to build relationships within the hub area, engage with local schools and develop delivery plans and processes. Please note that no more than 5% of the grant should be spent on travel costs, with the exception of rural areas where prior agreement with the department to exceed this must be sought.

5.6.   Continued funding will be subject to successful delivery against agreed key performance indicators and continued designation as a teaching school hub. Designation may also be removed if a lead school does not maintain high performance data and a strong financial position.

5.7.   The department will fund existing teaching schools for the whole of the academic year 2020/21.This will be the final year of funding for teaching schools and existing teaching school designations will end in August 2021.

6. The application process explained

6.1.   This chapter outlines the process for applying to become a teaching school hub. Read this section carefully before completing an application.

Key dates

Table 2

Sep 2020	Performance form available for special schools/alternative provision/maintained nursery schools via [Contracts Finder](#) (also available on Jaggaer)
14 Sep 2020	TSH application round opens – eligibility criteria and guidance documents are published via Jaggaer.
23 Oct 2020	Deadline for submission of clarification questions at 12:00 noon
30 Oct 2020	Deadline for special, AP and maintained nursery schools to submit application, with the performance form, via Jaggaer.
	Deadline for all other schools to submit application form via Jaggaer.
Jan 2021	Successful applications announced
Mar 2021	The department to host TSH induction meetings and networking events with ECF lead providers. Networking events with NPQ lead providers will take place at a later date.
Apr 2021	Submission and approval of delivery plans
Sep 2021	TSH are fully operational

Eligibility criteria

6.2.   The department is looking for the best schools[1] in the system to become TSH. To be eligible to submit an application, a school must meet the following criteria as of 14 Sept 2020:

KS2 eligibility criteria:
- Rated Good or Outstanding at the latest Ofsted inspection
- Progress for reading, writing and maths is above average (as defined in the DfE performance tables) for 2 of the past 3 years for either all pupils or disadvantaged pupils
- Phonics results (if applicable) for 2018/19 are at or above 90%
- Percentage of pupils meeting the expected standard in reading, writing and maths is above the national average for 2 of the past 3 years

KS4 eligibility criteria:
- Rated Good or Outstanding at the latest Ofsted inspection
- Progress 8 score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for either all pupils or disadvantaged pupils
- Attainment 8 score is above average (all schools in England) for 2 of the past 3 years
- EBacc entries (if applicable) for 2018/19 are at or above 46%

KS5 eligibility criteria[2]:
- Rated Good or Outstanding at the latest Ofsted inspection
- Value added score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for Academic students
- Average point score per entry is above national average of all schools and FE sector colleges for 2 of the past 3 years for Academic students
- Percentage of students achieving AAB or higher, including at least 2 facilitating subjects, in 2018/19 at or above 20%.

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[1] Refers to state schools. Independent schools are not eligible to become a TSH.

[2] Please refer to the 16 to 18 accountability measures technical guide for the full definition of Academic students and for more information on the AAB in facilitating subjects measure https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/819734/16-18_Accountability_Measures_Technical_Guide_July_2019.pdf

6.3.   All through schools covering primary and secondary are required to meet the KS2 and KS4 criteria in both phases. A full breakdown of eligibility criteria for each type of school is provided in Annex B.

Schools with incomplete performance data

6.4.   Applications from prospective lead schools that have been established relatively recently, and do not have three years of published performance data, will only be considered if rated Good or Outstanding by Ofsted **and** where eligibility criteria for the most recent year of published data (18/19), for the relevant phase is met, i.e. phonics, Ebacc entry or A-level facilitating subjects.

6.5.   In addition, if a school has one year of published progress and performance data, it must meet all other criteria relevant to its phase in 18/19. If a school has two years of published progress and performance data, it must meet all other criteria relevant to its phase in 18/19 and 17/18. Schools that have three years of published progress and performance data are expected to meet the relevant criteria for two of the past three years (section 6.2).

6.6.   Consideration will be given to applicants from the following schools:

6.6.1.   **Good/Outstanding primary schools where KS2 data is not yet published.** The school must meet the phonics bar (90%) in 18/19 **and** provide substantial evidence that it is on track to meet full KS2 eligibility (section 6.2). As part of the application, and where prompted to do so, applicants must upload evidence in MS Word that details the methods that have been put in place that will ensure continued delivery of high performance outcomes for all pupils and at KS2. This may include any relevant unpublished data for 2019/20, which is indicative of sustained high performance;

6.6.2.   **Good/Outstanding all-through schools without 3 years published KS2 data**. If the school has some/no years of KS2 data, it must meet the phonics bar in 18/19 (90%) and all KS2 eligibility criteria relevant to the number of years available (section 6.5), **and** must provide substantial evidence that the school is on track to meet full KS2 eligibility (section 6.2) in addition to meeting the relevant KS4 eligibility criteria. As part of the application and where prompted to do so, applicants must upload evidence that details the methods that have been put in place that will ensure continued delivery of high performance outcomes for all pupils and at KS2. This may include any relevant unpublished data for 2019/20, which is indicative of sustained high performance;

6.6.3.   **Good/Outstanding all-through schools without 3 years published KS4 data**. If the school has some/no years of KS4 data, it must meet all KS4 eligibility criteria relevant to the number of years available (section 6.5), **and** must provide substantial evidence that the school is on track to meet full KS4 eligibility (section

6.2) in addition to meeting the relevant KS2 eligibility criteria. As part of the application and where prompted to do so, applicants must upload evidence that details the methods that have been put in place that will ensure continued delivery of high performance outcomes for all pupils and at KS4. This may include any relevant unpublished data for 2019/20, which is indicative of sustained high performance;

6.6.4. **Good/Outstanding secondary schools where KS4 data is not yet published** will not be considered, due to an absence of data to support evidence of high performance.

6.7. In the scenarios described in 6.6, the department will determine if the additional evidence is sufficient and comparable to the TSH eligibility criteria outlined in 6.2. The department reserves the right to reject evidence that it deems incomplete or that does not meet a high performance bar, which is comparable to published TSH eligibility criteria. In these instances, the application will not be assessed and the lead school will not be eligible for TSH designation.

6.8. Please bear in mind that, to be considered for TSH status, all schools must also meet the requirements on capacity to deliver (page 27, Application section) and will most likely be bidding for a TSH area in competition with other schools; therefore, eligibility evidence will need to be robust. If a school is at an early and crucial stage of its own development, it may wish to consider how its skills, capacity and performance may be helpful in supporting bids by other lead schools.

Schools without published performance data

6.9. Good and Outstanding schools without published performance data (i.e. special schools, alternative provision settings and maintained nursery schools) will be asked to complete a short performance form to evidence their high performance, which is comparable to the high data bar set for mainstream settings. The performance form will be returned along with the application form through the e-tendering portal, Jaggaer.

6.10. A professional from the sector, with relevant expertise, will review the performance forms from special schools, AP and maintained nursery schools. They will decide if the applicant meets the requisite performance bar and is deemed eligible. Full applications will be assessed only where the applicant has met an equivalent performance bar.

6.11. If applicants have any questions about applying, they may contact their local Teaching Schools Council (TSC) representative or submit a clarification question via the e-tendering portal, Jaggaer. Please note that the TSC will not be able to review individual applications.

6.12. The recordings, slides and questions and answers from the market engagement sessions held in July 2020 are available on Contracts Finder.

Identifying the areas a school wants to work in

6.13.   The department wants to ensure that no areas are left behind and that all teachers across the country have the same training and development opportunities. As a result, TSH will be responsible for working across a defined area. We have divided the country up into 87 areas with between 134 and 360 schools per area. Areas have been defined using local authority district or, in exceptional cases, ward boundaries. An interactive map showing the areas can be found on Jaggaer. There is also a list of hub areas with the number of schools in each (correct as of June 2020) and which local authority districts are covered in Annex B.

6.14.   Applicants will need to decide which area(s) they would like to operate within and should consider this carefully when applying. Below are different scenarios for how this would apply:

> 6.14.1. Applicant school applies to cover one area only.
>
> 6.14.2. Applicant school applies to cover up to three areas. In this scenario the school will need to submit up to three separate answers for each area as part of its application. The application will be scored against each area applied for.
>
> 6.14.3. Applicant school applies to cover one area, and lists up to three areas in order of preference in which it would be willing to work. In this scenario we will assess the applicant against others that applied for the first choice area but not the other two initially. Second and third preferences would be used as set out in stage 4 of the assessment process (see paragraph 6.30)

6.15.   Although a school does not need to be located in the area for which it is applying, we would expect it to be within a reasonable travel distance – this will usually mean being in an adjacent area. If this is not the case, the applicant will be expected to set out the rationale for choosing this area as part of the application.

6.16.   During assessment the department will take into consideration capacity to cover more than one area, if the school or trust wishes to cover multiple hub areas.

6.17.   We will not accept applications from schools to operate in the six test and learn areas. If a school is based in a test and learn area and would like to become a hub, it can submit an application for a neighbouring area. Alternatively, schools can contact the existing TSH to see how they might become involved in their operation.

Completing and submitting an application

6.18.   The department is using Jaggaer for this procurement and responses can only be submitted in electronic form. It can be accessed via the Jaggaer online portal. **All**

queries and clarifications must be submitted via the Jaggaer online message board. Written responses will be provided to all applicants via this message board, and the identity of applicants raising the queries will be confidential. Applicants must keep their contact details up to date on the portal or they will be unable to receive communications from the DfE.

6.19.   We will respond to all clarification queries submitted via Jaggaer by **12:00pm on 23 October 2020**. Best endeavours will be made to respond to queries received after this date; however, a response cannot be guaranteed.

6.20.   To access the application and supporting information, applicants must register on to Jaggaer portal. For any responses that require an attachment, applicants should upload a response as an MS Word document attachment only, where prompted to do so. If a response is submitted in any other format, the application will not be assessed.

6.21.   The application will consist of technical requirements to confirm eligibility, identification of TSH area and two questions to determine ability to undertake the role (see application section for detailed questions).

6.22.   We will assess applications against the criteria set out in Chapter 7. It is essential that applicants read the assessment criteria before beginning their application.

6.23.   Special schools, alternative provision and maintained nursery schools are also required to complete a performance form to confirm their eligibility. This must be submitted in an MS Word document through Jaggaer as part of the application process. Any information sent outside of the system will not be assessed and deemed invalid.

6.24.   Applications from schools that i) do not meet the published eligibility criteria, ii) have not completed the performance form, or iii) have submitted their application outside of the Jaggaer system, will not be assessed.

6.25.   An application will be rejected if it does not provide the requisite mandatory information, or the department judges that the quality of the responses to the technical questions, when assessed against the scoring criteria, do not meet the minimum quality threshold.

6.26.   Standard procurement due diligence checks are conducted on all applications. This means the department will use the personal information provided, alongside data held by the department and in the public domain, to check the suitability to run a TSH. This will include school financial checks, compliance with previous and current grant assurance processes, misconduct cases and media checks.

6.27.   The department will publish the names of all successful TSH on GOV.uk.

6.28. If a school applied to be a TSH in the test and learn phase and was unsuccessful, it is welcome to submit an application in this round, although we will not be accepting applications to operate in test and learn areas. Special, AP and maintained nursery schools that completed the performance form during the test and learn phase are required to complete this again for this procurement, as the form has been updated.

6.29. Applications need to be submitted by no later than **12:00pm** on **Friday 30 October 2020** as the deadline for responses.

Assessment of applications

6.30. Applications will be assessed through a competitive grant process administered by the department. We will not carry out interviews; however, we may ask clarification questions.

6.31. The procurement will follow a 4-stage process as set out below:
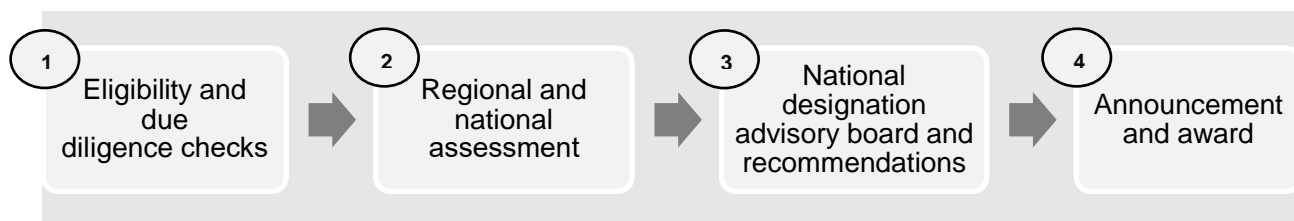
Stage 1
6.32. We will check applicant schools' eligibility against the criteria set out above in Section 6.2 to 6.6.4; assess performance forms for special, AP and maintained nursery schools to determine eligibility; and undertake due diligence checks. Those not deemed eligible at this stage will be informed that their application will not progress to stage 2. **The decisions are final and there is no appeals process.**

Stage 2
6.33. If deemed eligible, an application will be assessed by sector experts and department officials, against the scoring criteria outlined below in chapter 7.

6.34. An applicant must score a minimum of one for Question 1 and two for Question 2 to meet the minimum quality threshold and proceed to stage 3. The scores from both questions will be weighted (see 7.6). Scores will be moderated at each stage to determine a final score for each applicant before moving to the next shortlisting stage and final recommendation.

6.35. To determine the strongest applicants for each TSH area, from those that have met the quality threshold at application stage, we will weight applicants' application scores against the applicant school's performance data score (7.6). This will give each applicant **an overall assessment score** for their bid. Applicants must score within 25

points (~20%) of the top applicant in the area applied for (first choice area if applying under scenario set out in 6.8. above) to be shortlisted and reach the designation advisory board (DAB) for discussion and consideration. Illustration of this methodology in section 7.4 and 7.5.

Stage 3

6.36.   The DAB comprises a group of sector experts and senior departmental officials.

6.37.   Applicants that do not meet the threshold at stage 2 **and/or** do not score within 25 points of the top applicant bidding for the same hub area, will not be considered by the DAB. Shortlisted applicants **may** be invited to answer further clarification questions as part of the evaluation of their application. This will be managed via the Jaggaer messaging portal. If an applicant is shortlisted, it is required to check the portal on a regular basis for any further clarification questions until the grant competition is fully completed.

6.38.   The DAB will discuss all shortlisted applications, considering both application responses and applicant school performance data in the round. The DAB will use their expertise to identify who they think is most suitable for TSH status in each area and provide a rationale for their recommendation. The highest scoring applicant, or the applicant with the best performance data, may not be the DAB's recommendation(s).

6.39.   The DAB will present their recommendations for each TSH area to ministers, along with the other shortlisted applicants. While it will inform their final decision, ministers do not have to accept the recommendations of the DAB. The final decision of TSH designation in each of the 81 areas remains with ministers. Only those recommended and shortlisted by the DAB can be considered by ministers.

Stage 4

6.40.   If following stage 3 there are areas where no applications are received as a first choice preference, or meet the required quality threshold, the department will undertake an exercise to match those that met the quality threshold but were unsuccessful in their preferred area and had expressed an interest in the vacant area. These will be discussed at the DAB using the same methodology as stage 3 in order to make a recommendation and present to ministers for decision-making.

6.41.   Should there be no successful applications for a TSH area after preferences are taken into account the department will, at its absolute discretion, look to amend the boundaries of adjacent hub areas to ensure national coverage. This will be done in discussion with the successful applicants in those adjacent areas.

Decisions

6.42.   Decisions on applications are taken by ministers. **The decisions are final and there is no appeals process**. Unsuccessful applicants will receive feedback upon request.

6.43.   When a final decision is made regarding which schools to appoint to become a TSH, unsuccessful applicants can ask for feedback on their application. Approval of an application does not mean approval of every detail of the planned approach. Approval is also conditional on the maintenance of high performance standards and a strong financial position, as well as fulfilment of the agreed delivery plan.

What happens if an application is successful?

6.44.   If an application is successful, the applicant school will be invited to accept the offer, by signing and return a grant funding agreement. They will then move to the shadow-running phase. In this phase the new TSH will be required to develop their delivery plans, begin hiring staff and build relationships with local partners. To support this, TSH will be invited to networking events with ECF and NPQ lead providers (ECF and NPQ events will be held separately).

6.45.   TSH will need to develop a delivery plan that will set out the full details of planned activities and measurable targets for each year. These agreements, once approved by the department, will form the basis for how we hold hubs to account for the funding that they will receive. We will also require a financial plan.

6.46.   While the lead school will be the single point of accountability, TSH will be expected to form strong relationships with other local schools of all phases and types, trusts, individual system leaders and ITT providers.

6.47.   For the department to monitor and evaluate the TSH role, we will require hubs to provide management information and updates on progress against key performance indicators through an online portal. This will involve annual reviews to ensure TSH are meeting the quality requirements and are effectively delivering against their individual delivery plans, plus termly finance reporting in order to release funding, which will be paid in arrears.

6.48.   We will also expect hubs to participate in any evaluation of the TSH programme which is commissioned by the department, to provide key information for future policy making.

6.49.   **If at any point during the shadow-running phase the department deems a new hub to be making unsatisfactory progress towards being operational by September 2021, we reserve the right to review and potentially remove designation.**

7. Application scoring criteria

7.1.   The criteria by which applications will be assessed are set out below. We strongly encourage applicants to read this chapter in full before commencing an application.

7.2.   The criteria and scoring for special, AP and maintained nursery schools to demonstrate their eligibility through the performance form can be downloaded from Jaggaer.

7.3.   The word limit provided is an upper limit and applicants will not be penalised if their answer is shorter, provided that there is sufficient evidence to demonstrate that they have met the assessment criteria. Applications will be word counted to ensure compliance. Any words that exceed this limit will not be scored. Additional attachments and diagrams are not permitted and will not be scored.

7.4.   Applications will be evaluated using a 4-point scale (0-3) as set out below. Assessors will assign a score to each application question.

7.5.   In general terms, higher scores will be awarded when the evidence provided demonstrates and provides high confidence in the quality of the applicant's capability to fulfil the role of a TSH. Lower scores will be given when the evidence provided does not demonstrate or provide confidence in reliable delivery or capacity. The criteria for each score are set out in table 3 below.

Table 3

Mark	Score	Descriptor
Excellent	3 marks	The supporting evidence provided in the response is full and detailed and successfully exceeds the criteria detailed in the question. The response demonstrates that the applicant clearly possesses all of the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Department's requirements in full.
Good	2 marks	The supporting evidence provided in the response sufficiently meets the criteria detailed in the question. The response demonstrates that the applicant possesses all or most of the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Department's requirements in full.
Average	1 mark	The supporting evidence provided in the response is limited in parts and is lacking in sufficient detail in one or more areas of the criteria detailed in the question. The response demonstrates that the applicant possesses only some of the relevant ability, flexibility, understanding,

		skills, resource and quality measures required to meet most of the Department's requirements but with minor omissions.
Unacceptable/ nil response	0 marks	There is no/inadequate supporting evidence in the response, which clearly fails to meet a number/any of the criteria detailed in the question. The response contains major omissions and does not demonstrate that the applicant possesses the relevant ability, flexibility, understanding, skills, resource and quality measures required to meet the Department's requirements but with major omissions.

7.6. Applicants must score a minimum of one for Question 1 and two for Question 2 (page 26) to meet the minimum quality threshold. The scores from both questions will be weighted as follows and will contribute to the **overall assessment score** (7.11):

Table 4

Application question weighting	Calculated weight of question score	Overall weight of question score	Maximum contribution to overall assessment score
Question 1 score (out of 4 marks)	40%	16%	16
Question 2 score (out of 4 marks)	60%	24%	24
Total contribution to overall assessment score		40%	40

7.7. If the minimum quality threshold is not met the application will not be considered further.

Performance data scores

7.8. If the application meets the quality threshold, the application score will be weighted with the school's performance data score, to produce an overall assessment score for the TSH bid.

7.9. The performance score of each lead school will be awarded on a 0-5 scale. The score will be calculated based upon the average of the applicants published progress data for their phase, over the last 3 years, relative to other schools of the same phase:

Table 5

KS2/KS4 progress percentage rank (average across 3 years)	Performance score awarded	Weighted points – contribution to overall assessment score
≥ 0% and < 5%	5	60
≥ 5% and < 10%	4	48
≥ 10% and < 15%	3	36
≥ 15% and < 20%	2	24
≥ 20% and < 25%	1	12
≥ 25%	0	0

7.10.   Eligible schools without published performance data will also be awarded a performance score on a 0-5 scale, based on the written evidence they provide. For special, alternative provision and maintained nursery schools, the score will be determined by an expert assessor using the 0-5 scoring criteria set out in the relevant performance forms.

Weighting of application and performance scores

7.11.   Every applicant will be awarded an overall assessment score out of 100. The overall assessment score will be calculated by weighting the application and performance data scores, as demonstrated in the table below. The overall assessment scores will be used to identify applicants of a similar calibre, bidding for the same hub area, who will be considered by the DAB for TSH designation in that area.

Table 6

Application/performance weighting	Weight	Calculated weight
Application score	4	40%
Performance data score	6	60%

7.12.   An illustrative example of how the weighting of application and performance data scores will work in practice, to produce an overall assessment score, is provided below. In this example, School A was the highest scoring bidder for their first choice TSH area. All other applicants bidding for the same area must score within 25 points of School A (i.e. between 75 and 50 points), if they are to reach the DAB for discussion and consideration. School B would also proceed to the DAB and would be considered for designation, as they scored within 25 points. School C's overall assessment score falls outside the 25 points window and therefore would not be considered by the DAB for this TSH area.

Table 7

TSH area 'X'	Q1 score	Q2 score	Performance data score	Overall assessment score awarded (out of 100)
School A	2	2	4	75
School B	1	3	2	53
School C	1	2	1	33

8. Application

8.1. Below are set out the individual sections and questions applicants will need to complete as part of their application. The application form will provide more detailed information and this is available in Jaggaer.

Section 1 – Qualification envelope

Lead school information (Section 1.1-1.2)

8.2. In this section, we ask for basic information about the school and trust (if applicable).

8.3. In this section an applicant school can request that their MAT is designated alongside the lead school.

8.4. **There are no assessment criteria for this section.**

Mandatory requirements (Section 1.3-1.3.6)

8.5. Applicants will need to declare their eligibility in this section. For schools with performance data this will be a yes/no response. For schools without performance data, or without three full years of published data, this is where they will need to submit the performance form for assessment.

8.6. **Performance forms will be assessed using the relevant scoring criteria for special schools/alternative provision/maintained nursery schools.**

Section 2 – Technical envelope

Quality evaluation questions (Section 2.1-2.4.10)

8.7. In this section we are looking for applicants to demonstrate that they have suitable experience, expertise and capacity to carry out the TSH role. This may be demonstrated by setting out a strong track record in teacher development in the school, MAT or working with other local schools.

8.8. We ask applicants to set out which hub area/s they are applying to work in. Applicants should consider carefully which areas they want to apply for. If applying to work in a single hub area, they may choose up to 3 areas that they are prepared to work in, in order of preference. Applicants will only be asked to submit answers to the technical questions for their first preference hub area.

8.9.   If applying to be designated as TSH across more than one hub area (up to 3 areas) applicants will be prompted to upload separate answers to the technical questions for every hub area that they are applying to work in. If applying for multiple hubs, we will seek views from the relevant Regional Schools Commissioner regarding the applicant's capacity.

8.10. Applicants can apply for the area that their school is located in and/or for an adjacent hub area. If an applicant would like to apply to work in an area that is not adjacent, they will need to provide a rationale within the answer to Question 1.

8.11. **Technical questions will be assessed using the scoring criteria (section 7.5).**

8.12. An applicant must be awarded a score of **at least one for Question 1** and **at least two for Question 2**. The weighting for each question will be as follows:

Table 8

Question	Weighting
1: Experience and regional context	40%
2: Building capacity and capability	60%

Technical Question 1 - Experience and local context

Why have you have applied to become a Teaching School Hub in the proposed area? How will you apply your experience of raising standards through delivery of teacher development and CPD, and your in-depth local knowledge, to deliver teacher development provision in the TS Hub area? If the lead school is not located within or adjacent to the hub area you are bidding for, please explain why you are suitable to work in this area.

As part of the assessment, the department will consider the extent to which your answer demonstrates**:**

- A proven track record of delivering the following, within your own school/Trust and/or other schools:
    - o induction, training and mentoring for trainee teachers and newly qualified teachers/early career teachers, using the best available research evidence, including the type of ITT provision you currently operate (if applicable) and/or;
    - o well-structured and evidence-based CPD for teachers and leaders at any/all stages of their career
- Substantial knowledge of the proposed TS Hub area, including the specific barriers to/gaps in local CPD provision, for teachers and leaders of all stages of their career

- Where appropriate, detail established local networks of expertise on which you have drawn upon to deliver high quality CPD and teacher development programmes with a place-based approach. For example, Research Schools, curriculum hubs, etc.

This section will be no more than 750 words. Any text that exceeds this limit will not be assessed, words will be counted to ensure compliance. Responses must be uploaded in a Word Document format. Other formats, such as PDFs will not be accepted. Diagrams, attachments and links to further information will not be assessed or scored.

Technical Question 2 – Building your capacity and capability

As a TSH, how will you build your existing capacity and capability to deliver on the TSH core functions (ECF, NPQs and ITT) and CPD at scale across the hub area?

As part of the assessment, the department will consider the extent to which your answer**:**

- Demonstrates a good understanding of the department's priorities for teacher CPD, including DfE-funded teacher development programmes
- Presents a clear plan for how you will work with others outside your own school/Trust to build upon your own existing expertise and infrastructure:
  - to ensure you as a TSH can provide high quality teacher training and development and CPD to schools of all phases and settings, including the type of ITT provision to intend to operate (e.g. SCITT, School Direct lead school etc)
  - to scale up your provision at speed and ensure readiness to deliver against the core TSH functions across the hub area, from September 2021
- Explains how you will make effective use of analysis, evidence and data to develop your delivery plan and approach for delivering high quality, evidence-based CPD
- Clearly considers the need for a robust approach to quality assuring the work of any schools with whom you partner, to deliver support and training as a TSH
- Explains the benefits that your infrastructure, once developed, will bring about to teacher development provision across your proposed TSH area

This section will be no more than 1500 words. Any text that exceeds this limit will not be assessed, words will be counted to ensure compliance. Responses must be uploaded in an MS Word format. Other formats, such as PDFs, will not be accepted. Diagrams, attachments and links to further information will not be assessed or scored.

ANNEX A: Teaching school hub areas

The list below sets out the number of schools in each TSH area (correct as of June 2020) and which local authority districts are covered. The department is not accepting applications in test and learn areas (greyed out). We have published a map illustrating these areas on [Jaggaer](#).

Hub	No. of schools	Local Authority Districts
EENEL1 - appointed T&L	288	Braintree, Chelmsford, Epping Forest, Harlow, Uttlesford
EENEL2	221	Babergh, Colchester, Ipswich, Tendring
EENEL3	334	Cambridge, East Cambridgeshire, Fenland, Huntingdonshire, Peterborough, South Cambridgeshire
EENEL4	176	Hackney, Tower Hamlets
EENEL5	244	Broadland, King's Lynn and West Norfolk, North Norfolk, Norwich
EENEL6 - appointed T&L	243	Basildon, Brentwood, Castle Point, Maldon, Rochford, Southend-on-Sea, Thurrock
EENEL7	238	Barking and Dagenham, Havering, Newham
EENEL8	180	Forest Heath, Mid Suffolk, St Edmundsbury, Suffolk Coastal
EENEL9	239	Haringey, Redbridge, Waltham Forest
EENEL10	228	Breckland, Great Yarmouth, South Norfolk, Waveney
EMH1	209	Charnwood, Hinckley and Bosworth, Melton, North West Leicestershire, Rutland
EMH2	158	Bassetlaw, Gedling, Newark and Sherwood
EMH3	318	Amber Valley, Bolsover, Chesterfield, Derbyshire Dales, High Peak, North East Derbyshire
EMH4 - appointed T&L	295	Rotherham, Sheffield
EMH5	154	Ryedale, Scarborough, York
EMH6	141	North East Lincolnshire, North Lincolnshire
EMH7	241	East Riding of Yorkshire, Kingston upon Hull, City of
EMH8	360	Boston, Lincoln, North Kesteven, South Holland, South Kesteven, East Lindsey, West Lindsey
EMH9	189	Derby, Erewash, South Derbyshire
EMH10	282	Ashfield, Broxtowe, Mansfield, Nottingham, Rushcliffe
EMH11	217	Barnsley, Doncaster
EMH12	206	Blaby, Harborough, Leicester, Oadby and Wigston
LWY1	290	Liverpool, Wirral
LWY2	230	Blackpool, Lancaster, Preston, Wyre
LWY3	275	Leeds

LWY4	281	Blackburn with Darwen, Burnley, Hyndburn, Pendle, Ribble Valley, Rossendale
LWY5	211	Chorley, Fylde, South Ribble, West Lancashire
LWY6	291	Manchester, Stockport
LWY7	228	Knowsley, Sefton, St. Helens
LWY8	192	Salford, Trafford
LWY9	204	Oldham, Tameside
LWY10 - appointed T&L	206	Bradford
LWY11	276	Halton, Warrington, Wigan
LWY12	279	Calderdale, Kirklees
LWY13	294	Bolton, Bury, Rochdale
LWY14	187	Selby, Wakefield
NOR1	316	Allerdale, Barrow-in-Furness, Carlisle, Copeland, Eden, South Lakeland
NOR2 - appointed T&L	223	Craven, Hambleton, Harrogate, Richmondshire
NOR3	335	Newcastle upon Tyne, North Tyneside, Northumberland
NOR4	271	Darlington, Hartlepool, Middlesbrough, Redcar and Cleveland, Stockton-on-Tees
NOR5	250	Gateshead, South Tyneside, Sunderland
NOR6	256	County Durham
NWLSC1	304	Barnet, Brent, Enfield
NWLSC2	329	Ealing, Harrow, Hillingdon, Hounslow
NWLSC3	275	Camden, City of London, Hammersmith and Fulham, Islington, Kensington and Chelsea, Westminster
NWLSC4	301	Dacorum, Hertsmere, St Albans, Three Rivers, Watford, Welwyn Hatfield
NWLSC5	280	Broxbourne, East Hertfordshire, Luton, North Hertfordshire, Stevenage
NWLSC6	313	Bedford, Central Bedfordshire, Milton Keynes
NWLSC7	317	Corby, Daventry, East Northamptonshire, Kettering, Northampton, South Northamptonshire, Wellingborough
NWLSC8	292	Cherwell, Oxford, South Oxfordshire, Vale of White Horse, West Oxfordshire
NWLSC9	347	Bracknell Forest, Reading, Slough, West Berkshire, Windsor and Maidenhead, Wokingham
NWLSC10	234	Aylesbury Vale, Chiltern, South Bucks, Wycombe
SESL1	253	Brighton and Hove, Eastbourne, Hastings, Lewes, Rother, Wealden
SESL2	295	Ashford, Canterbury, Dover, Shepway, Swale, Thanet
SESL3	270	Eastleigh, Fareham, Gosport, Havant, Isle of Wight, Portsmouth

SESL4	282	Adur, Arun, Chichester, Crawley, Horsham, Mid Sussex, Worthing
SESL5	269	Elmbridge, Mole Valley, Reigate and Banstead, Runnymede, Spelthorne, Surrey Heath, Tandridge, Woking
SESL6	274	Lambeth, Lewisham, Southwark
SESL7	251	New Forest, Southampton, Test Valley, Winchester
SESL8	213	Maidstone, Tunbridge Wells, Sevenoaks, Tonbridge and Malling
SESL9	271	Bexley, Bromley, Greenwich
SESL10	247	Kingston upon Thames, Merton, Richmond upon Thames, Wandsworth
SESL11	293	Basingstoke and Deane, East Hampshire, Guildford, Hart, Rushmoor, Waverley
SESL12	179	Dartford, Gravesham, Medway
SESL13	206	Croydon, Epsom and Ewell, Sutton
SW1	256	Bournemouth, Christchurch, East Dorset, North Dorset, Poole, Purbeck, West Dorset, Weymouth and Portland
SW2	140	Forest of Dean, Gloucester, Tewkesbury
SW3 - appointed T&L	311	Exeter, Plymouth, South Hams, Teignbridge, Torbay, West Devon
SW4	194	East Devon, Mid Devon, North Devon, Torridge
SW5	268	Mendip, Sedgemoor, South Somerset, Taunton Deane, West Somerset
SW6	198	Bath and North East Somerset, South Gloucestershire
SW7	326	Swindon, Wiltshire
SW8	144	Cornwall W, Isles of Scilly
SW9	219	Bristol, City of, North Somerset
SW10	161	Cheltenham, Cotswold, Stroud
SW11	134	Cornwall E
WM1	270	Herefordshire, County of, Malvern Hills, Worcester, Wychavon, Wyre Forest
WM2	222	Shropshire, Telford and Wrekin
WM3	256	Cannock Chase, East Staffordshire, Lichfield, North Warwickshire, Nuneaton and Bedworth, Tamworth
WM4	228	Bromsgrove, Redditch, Solihull, Stratford-on-Avon
WM5	264	Newcastle-under-Lyme, Stafford, Staffordshire Moorlands, Stoke-on-Trent
WM6	212	Coventry, Rugby, Warwick
WM7	227	Dudley, Sandwell
WM8	267	South Staffordshire, Walsall, Wolverhampton
WM9	205	Birmingham N
WM10	317	Cheshire East, Cheshire West and Chester
WM11	208	Birmingham S

ANNEX B: Eligibility criteria by phase

Phase	Criteria
Infant/ First/ Lower	- Rated Good or Outstanding at the latest Ofsted inspection - Phonics results (if applicable) for 2018/19 are at or above 90%
Primary	- Rated Good or Outstanding at the latest Ofsted inspection - Progress for reading, writing and maths is above average (as defined in the DfE performance tables) for 2 of the past 3 years for either all pupils or disadvantaged pupils - Phonics results (if applicable) for 2018/19 are at or above 90% - Percentage of pupils meeting the expected standard in reading, writing and maths is above the national average for 2 of the past 3 years
Junior/Middle	- Rated Good or Outstanding at the latest Ofsted inspection - Progress for reading, writing and maths is above average (as defined in the DfE performance tables) for 2 of the past 3 years for either all pupils or disadvantaged pupils - Percentage of pupils meeting the expected standard in reading, writing and maths is above the national average for 2 of the past 3 years
Middle deemed secondary	- Rated Good or Outstanding at the latest Ofsted inspection - Progress 8 score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for either all pupils or disadvantaged pupils - Attainment 8 score is above average for 2 of the past 3 years - EBacc entries (if applicable) for 2018/19 are at or above 46%
Secondary	- Rated Good or Outstanding at the latest Ofsted inspection - Progress 8 score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for either all pupils or disadvantaged pupils - Attainment 8 score is above average for 2 of the past 3 years - EBacc entries (if applicable) for 2018/19 are at or above 46%
Post-16 settings without KS4 results: Sixth Form Colleges; 16-19 Academies; Further Education (FE) Colleges	- Rated Good or Outstanding at the latest Ofsted inspection (whether school inspection or FE inspection) - Value added score is above average (as defined in the DfE performance tables) for 2 of the last 3 years for Academic qualifications - Average point score per entry is above national average for 2 of the past 3 years for Academic qualifications - Percentage of students achieving AAB or higher, including at least 2 facilitating subjects, in 2 of the past 3 years, at or above 20%

ANNEX C: How we will use your personal data

Who we are

This work is being carried out by the Delivering Teacher Development Division, which is a part of the Department for Education (DfE). For the purpose of data protection legislation, DfE is the data controller for the personal data processed as part of the teaching school hubs (TSH).

How we will use your information

We receive your personal data via your Application Form (submitted by email), and by accessing internal and published data – from Ofsted and DfE – to validate the information in any areas within the scope of the Application Form questions.

We may seek advice and information from your local Regional Schools Commissioner and/or DfE-funded educational experts where this is relevant to processing your application.

We may also contact any cited parties to confirm information given in this application, and any other party we consider to be relevant to your application for ongoing information should the application be successful.

We are processing this information in order to select the most suitable schools along with named MATs, where appropriate, to take on the TSH role in 2021/2022. We will also use this information as a basis for further work with successful applicants to generate detailed annual operational plans (the "Delivery Agreement"). More information about the policy context for the TSH is available in the Introduction of this application guidance.

The nature of your personal data we will be using

The categories of your personal data that we will be using for this project are:

- Name

- Role

- Contact Details (email and telephone number)

- Address

- Details of associated schools/organisations

Why our use of your personal data is lawful

In order for our use of your personal data to be lawful, we need to meet one (or more) conditions in the Data Protection legislation. For the purpose of this project, the relevant

condition is that the processing is necessary for the exercise of a function of the Secretary of State or the Department as stated under GDPR Article 6 (1)(e).

Whom we will make your personal data available to

We sometimes need to make personal data available to other organisations. These might include contracted partners and/or other organisations with whom we need to share your personal data for specific purposes.

Where we need to share your personal data with others, we ensure that this data sharing complies with Data Protection legislation. For the purpose of this project:

- We may need to share your personal data with the National Schools Commissioner (NSC), Regional Schools Commissioners (RSC) and/or DfE-funded educational experts, their teams and, if appropriate, DfE-contracted external assessors in order to assess the strength of your application.

For how long we will keep your personal data

Please note that, under Data Protection legislation and in compliance with the relevant data processing conditions, we can lawfully keep personal data gathered from applications for system leadership designations purely for research and statistical purposes, indefinitely.

Should you withdraw your application for TSH designation, we shall keep your details for the handling of any future re-applications, complaints and provision of data for internal reporting processes, indefinitely. Any personal contact information will be retained for five years and then securely destroyed.

Should you be unsuccessful in your application for TSH designation, we shall keep your details for the handling of any future re-applications, complaints and provision of data for internal reporting processes, indefinitely. Any personal contact information will be retained for one year and then securely destroyed.

We will only keep your personal data for as long as we need it for the purpose(s) of this piece of work, after which point it will be securely destroyed. Please note that, under Data Protection legislation, and in compliance with the relevant data processing conditions, personal data can be kept for longer periods of time when processed purely for archiving purposes in the public interest, scientific or historical research, and statistical purposes.

Your data protection rights

Under certain circumstances, you have the right:

- to ask us for access to information about you that we hold

- to have your personal data rectified, if it is inaccurate or incomplete

- to request the deletion or removal of personal data where there is no compelling reason for its continued processing

- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)

- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics

- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you need to contact us regarding any of the above, please do so via the DfE site at: https://www.gov.uk/contact-dfe.

Further information about your data protection rights appears on the Information Commissioner's website at:

https://ico.org.uk/for-organisations/guide-to-data-protection/principle-6-rights/.

Withdrawal of consent and the right to lodge a complaint

Where we are processing your personal data with your consent, you have the right to withdraw that consent. If you change your mind, or you are unhappy with our use of your personal data, please let us know via the DfE site at https://www.gov.uk/contact-dfe citing the name of this project (teaching school hubs and the responsible division (Delivering Teacher Development Division).

Alternatively, you have the right to raise any concerns with the Information Commissioner's Office (ICO) via their website at https://ico.org.uk/concerns/.

Last updated

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version is up to date at the time of issue of the application pack (September 2020).

Contact Info:

If you have any questions about how your personal information will be used, please contact us at teachingschool.hubs@education.gov.uk. For the Data Protection Officer (DPO) please contact us via gov.uk and mark it for the attention of the 'DPO'.

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