

funding manual

Teach First

for academic year 2011/12



developing people, improving young lives

Update

Please be aware that as of 1 April 2012 the TDA will cease to exist in its current form and will reopen as part of a new Executive Agency of the Department for Education (DfE). The new Executive Agency will be called the Teaching Agency and will be responsible for ensuring the supply of high quality teachers and training, and for teacher regulation. We will update all providers and funding manuals when further information becomes available about any impact this may have on funding.



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Overview

This section introduces the Teach First initial teacher training (ITT) arrangements for academic year 2011/12 and explains how this manual should be used.

Introduction

- 1.1 Teach First is a registered charity that operates as an education-business partnership. Its mission is to address educational disadvantage by transforming exceptional graduates into effective, inspirational teachers and leaders in all fields. Since 2003 their participants have been placed in challenging urban secondary schools to teach for at least two years. Following a successful three-year pilot Teach First will also place primary trainees in 2011/12 and pilot the Teach Next initiative to attract and train high-quality career changers.
- 1.2 The Training and Development Agency for Schools (TDA) previously contracted providers to deliver the ITT element of the Teach First programme. However, from 2011/12 onwards, Teach First ITT places will be allocated and funded in a similar way as other TDA-funded ITT routes.
- 1.3 A separate manual has been produced for Teach First ITT because there are still differences in the way that these places will be allocated and funded, compared to the other ITT routes. The unique nature of the Teach First programme also means that there are different expectations of the ITT providers involved.

Funding changes for academic year 2011/12 compared to 2010/11

- 1.4 The 2010/11 academic year was a transitional year before the full introduction of the new Teach First ITT funding system in 2011/12. The lead providers in each region were designated Lead Regional Providers (LRPs) and funded for the Regional Summer Institute (RSI) and Training Year costs of all participants in their region.
- 1.5 In 2011/12 the LRPs will continue to receive RSI funding for all participants in their region, as they will be responsible for delivering this in collaboration with the Regional Training Providers (RTPs). However, unlike in 2010/11, they will only receive Training Year funding for the participants allocated to their institution. This is because the RTPs will directly receive Training Year funding for those participants allocated to their institutions.

Overview

Teach Next

- 1.6 The aim of the Teach Next pilot is to attract high-quality career changers to teaching and provide them with relevant training. It is important to note that this stream will be integrated within the Teach First programme and that it is not a separate programme. The participants taking part in the pilot will be part of the Teach First cohort and, unless otherwise stated, are included in any subsequent references to Teach First participants within this manual. These participants will be tracked separately using the TDA's EBITT database, as explained in Section 5.

This manual

- 1.7 This manual is designed to be a guide to managing your TDA funding for Teach First ITT and represents part two of the financial memorandum between the TDA and providers. Part one of the financial memorandum between the TDA and higher education institution (HEI) providers is a separate document. For each provider, a designated responsible officer must ensure compliance with the requirements set out in the memorandum, this manual, and any other guidance provided by the TDA.
- 1.8 If you have any questions that this manual does not answer please contact either **darryl.lester@tda.gov.uk** for general Teach First ITT queries or **itffunding@tda.gov.uk** for payment queries.

Teach First recruitment and placement

This section outlines how Teach First participants are recruited and placed in schools.

Recruitment of Teach First participants

2.1 Teach First is responsible for the overall recruitment of candidates to the programme. To be eligible to apply for the programme applicants need to meet the following minimum requirements:

- 2.1 degree or above, 300 UCAS points (or equivalent, excluding General Studies)
- a degree or A-levels that satisfy Teach First's teaching subject requirements
- grade C (or equivalent) in GCSE Maths and English
- flexibility to work in any Teach First region, and
- commit to the duration of the two-year programme.

2.2 In addition to the minimum requirements, selection is based on the ability to demonstrate relevant subject knowledge and the following competencies:

- Humility, Respect, and Empathy
- Interaction
- Knowledge
- Leadership
- Planning and Organising
- Problem solving
- Resilience
- Self evaluation

2.3 There will be close collaboration between Teach First, providers and the TDA on timely forecasting of likely number of participants to inform planning and budget decisions.

Teach First recruitment and placement

Teach First regions and schools

2.4 In 2011/12 Teach First will place participants in six regions within England: East Midlands, London, North East, North West, West Midlands and Yorkshire and Humber.

The schools that Teach First work with meet one or both of the following criteria:

- A first criterion based on the Income Deprivation Affecting Children Index (IDACI). Teach First work with schools that have more than 50 per cent of their pupils living in the lowest 30 per cent of the IDACI, prioritising those schools with higher levels of deprivation.
- A second criterion based on GCSE results. Teach First prioritises schools with low attainment in regards to the 5+ A*-C (English & Maths) measure. A school is eligible if its results fall below the lowest 30 per cent of the national distribution.

Teach First ITT allocations

This section explains how Teach First places are allocated to ITT providers.

- 3.1 In November 2010 the TDA invited eligible providers to bid for Teach First ITT places in the six regions the programme has been confirmed as operating in for 2011/12 to 2013/14. The qualifying criteria that were used to decide the eligibility of providers is listed in Annex 1, along with the other criteria for Teach First provision. Eligible providers were asked to submit evidence against the criteria and indicate their training capacity for 2011/12 to 2013/14.
- 3.2 An assessment panel decided which providers would receive Teach First places, in the six regions, for academic years 2011/12 to 2013/14. They are listed in Annex 2.
- 3.3 The agreed 2011/12 allocations for each institution are shown in Annex 3. These are based on Teach First's national recruitment target of 787. The actual number of participants starting the programme may vary slightly, depending on actual numbers recruited by Teach First and school demand. As explained in Section 4, funding will be based on the number of participants that start the RSI.
- 3.4 There are no plans to repeat the allocations process in the six regions until places are allocated for 2014/15 onwards. However, if the Teach First programme expands to other areas of the country the eligible providers within each region will be invited to bid for places.
- 3.5 The Government have set out plans to more than double Teach First from 560 participants in 2010/11 to 1,140 by the end of this Parliament. The allocations are reviewed annually and we will contact providers about allocations for 2012/13 and 2013/14 by January 2012 and January 2013 respectively.

Teach First ITT funding

This section describes how Teach First ITT will be funded in 2011/12.

Funding principles

- 4.1 The Teach First academic year runs from the start of the Summer Institute in June to the end of the school year in the following July.
- 4.2 The six-week Summer Institute begins with three-week RSIs in each of the Teach First regions. This is followed by the three-week National Summer Institute (NSI) at University of Warwick, which is attended by all participants. The TDA funds the NSI through its contract with the Teach First National ITT Partnership (NITTP) who are responsible for delivering this.

Year funding for each participant allocated to their institution that starts the RSI. The Training Year provision should meet the minimum expectations listed in Annex 6 and will also be adjusted for withdrawals before 1 March 2012, as set out in 'Payment arrangements' below.

Payment arrangements

Lead Regional Provider funding

- 4.3 The LRPs will receive £1,750 funding for each participant in their region that starts the RSI and £11,500 Training Year funding for each participant allocated to their institution that starts the RSI. The RSI and Training Year provision should meet the minimum expectations listed in Annexes 5 and 6. The Training Year funding will be adjusted for withdrawals before 1 March 2012, as set out in 'Payment arrangements' below.
- 4.4 The LRPs are responsible for delivering the RSIs in collaboration with the RTPs, particularly with respect to the subjects the RTPs are allocated. In return, LRPs will be expected to recompense RTPs for any academic time bought in from them, such as use of teaching venues, or travel and subsistence relating to the delivery of the RSI.

- 4.6 The TDA will pay the Training Year funding in monthly instalments from September 2011 to July 2012. In addition, LRPs will receive their RSI funding as a single separate payment in August 2011.
- 4.7 Payments will be made through BACS and will normally be processed on the first working day of each month, reaching providers' accounts on the third working day of each month.
- 4.8 The RSI payments to LRPs will be based on the number of participants at the start of the RSI.
- 4.9 The Training Year instalments for September to March will also be based on the number of participants who started the RSI.

- 4.10 The Training Year instalments for April to July will be adjusted for any withdrawals from the programme between the start of the RSI and 1 March 2012. In total, providers will be funded 50 per cent of the Training Year funding (£5,750) for participants who withdraw before 1 March, regardless of the exact withdrawal date between 26 June 2011 and 29 February 2012. The April to July instalments will not be adjusted for any withdrawals from 1 March 2012 onwards.

Regional Training Provider funding

- 4.5 The RTPs will receive £11,500 Training

Financial management and data

This section gives an overview of financial management requirements, details how providers can access their own information and sets out the procedures for keeping the employment-based ITT (EBITT) database up to date.

Financial management

- 5.1 Teach First ITT funding is ring-fenced for use by providers to fund only the RSI and Training Year costs of the Teach First programme and will be identifiable as separate lines when payments are made.
- 5.2 Providers will be required to satisfy the TDA that they are using Teach First ITT funding in accordance with the terms and conditions in this manual, the financial memorandum and any other instructions provided by the TDA.
- 5.3 Providers should maintain records of how the Teach First ITT funding is used and share these with the TDA or auditors if requested to do so.

ITT funding extranet

- 5.4 The TDA produces a payment profile that sets out the timings and amounts to be paid for each funding stream. Teach First will be shown as a separate funding stream on these profiles. Providers can access their up-to-date payment profile and allocations summaries at any time by logging in to the ITT funding extranet <https://ittprovider.tda.gov.uk>. If you have not yet been given access to this site please e-mail ittfunding@tda.gov.uk to be set up on the system.

EBITT database

- 5.5 Providers are required to use the TDA's online EBITT database to record details of all their Teach First participants, training programmes and training outcomes. This applies to both secondary and primary Teach First trainees. It also applies to the trainees on the Teach Next training stream.
- 5.6 The TDA has created a Teach Next category on the EBITT database to allow the progress of these participants to be tracked separately. Although these participants are part of the Teach First programme, providers will need to select the Teach Next (TNP) category when registering these participants, not the Teach First (TFP) category. Teach First will identify which participants are taking part in the Teach Next pilot and forward this information to the relevant providers.
- 5.7 Providers should ensure that the database accurately reflects any changes to the status of participants, such as withdrawals and deferrals. If the relevant staff have not previously used the EBITT database training can be arranged by contacting sharon.muir@tda.gov.uk

Financial management and data

5.8 The EBITT database is also used to provisionally register participants with the General Teaching Council (GTC). All trainees must be registered within 28 days of commencing a programme of ITT. For Teach First participants this is 28 days after they start teaching in September. In practice, Teach First participants are entered on the EBITT database and provisionally registered with the GTC during the Summer Institute (please see 5.10). Provisional registration of participants is a condition of grant and an ITT requirement. Failure to meet this requirement will render a provider non-compliant, and may lead to withdrawal of accreditation.

5.9 The EBITT database should be kept up to date at all times, particularly when the census of Teach First participants is completed on 1 March 2012. Providers will be asked to complete a validation declaration at year-end to confirm that all entries have been checked as correct.

Summer Institute registration

5.10 The following is the step-by-step process providers should follow to enter Teach First participants (including those on the Teach Next pilot) on the EBITT data management system (DMS) and provisionally register them with GTC:

Financial management and data

1	Participant accepted onto Teach First programme.
2	Participant arrives at Summer Institute where they provide documentation to providers to support their registration. Teach First will identify which participants are taking part in the Teach Next pilot.
3	Providers log onto the EBITT DMS and complete the Summer Institute form for each participant they are responsible for. All LRPs and RTPs should register the participants they have each been allocated, and not any participants on behalf of other providers in their region.
4	Providers must complete all mandatory fields (marked with a green asterix) prior to the participant being sent for provisional registration. Providers should select the Teach Next (TNP) category when registering the participants on this pilot. All other Teach First participants should be registered using the Teach First (TFP) category.
5	When all of these fields are populated the provider should tick the 'send for provisional registration' box on the trainee form, save the form and it is then sent to GTC for a Teacher Reference Number (TRN) to be issued.
6	When the participant has completed the Summer Institute the provider should update and save the Summer Institute form with either a successful or not successful outcome.
7	An unsuccessful outcome will leave the record in its current state.
8	A successful outcome will result in an EBITT DMS trainee record being automatically created for that participant. The provider can then track the participant through to gaining QTS.

Glossary and useful links

EBITT

Employment-based initial teacher training

GTC

General Teaching Council
(www.gtce.org.uk)

ITT

Initial teacher training

LRP

Lead Regional Provider

M-level

Masters level

NITTP

Teach First National Initial Teacher Training Partnership
(<http://nittp.teachfirst.org.uk>)

NSI

National Summer Institute

RSI

Regional Summer Institute

RTP

Regional Training Provider

TDA

Training and Development Agency for Schools
(www.tda.gov.uk)

Teach First

(www.teachfirst.org.uk)

Teach First ITT provider criteria

The following criteria were used to decide the 2011/12 to 2013/14 Teach First ITT providers in the existing six regions:

Overall Quality of ITT

Qualifying criteria

- a) All existing Teach First providers are eligible to bid for places.
- b) Potential new providers must have received the following in the relevant mainstream phase (either primary or secondary, or both, depending on which Teach First phases the provider is eligible and bidding for):
 - i) if inspected under current Ofsted inspection arrangements either outstanding for effectiveness and outstanding for capacity to improve; outstanding for effectiveness with good capacity to improve; or good for effectiveness with outstanding for capacity to improve (i.e. have either 1,1; 1,2 or 2,1), or
 - ii) if not inspected under current arrangements be an A or B5 provider for secondary or A or B provider for primary under TDA quality criteria.

Additional criteria

- c) Capacity to offer a PGCE that can be accredited to M-level study (60 credits).
- d) Prior experience of / involvement in delivery of employment-based routes to qualified teacher status (QTS) and an ability to provide innovative approaches to teacher training.
- e) Demonstration of a commitment to continuous improvement in the delivery of training.
- f) Where providers also deliver EBITT routes their Ofsted grades for these will be taken into account.

Teach First ITT provider criteria

Commitment to the values and principles of the Teach First mission

- g) Commitment to working in partnership with Teach First and other training providers through the National Initial Teacher Training Partnership (NITTP), including providing capacity for staff to attend management meetings as appropriate.
- h) Expertise in partnership working to meet the needs of schools facing challenging circumstances and the local school context.
- i) Accountability to Teach First as part of the NITTP for quality of the programme, including securing staff commitment to additional development responsibilities associated with the delivery of the programme.

Capacity

- j) Sufficient capacity to deliver sustainable cohorts within the Teach First allocations model.
- k) Ability to support the provision of appropriate school placements identified by Teach First, and support high quality coaching and mentoring arrangements to support the Teach First model.
- l) Flexible and innovative staffing arrangements, including comprehensive support for the summer institute providing continuity of experience for participants.

Teach First ITT providers for 2011/14

East Midlands

Lead Regional Provider
University of Nottingham (Secondary)

Regional Training Provider
University of Leicester (Primary)

London

Lead Regional Provider
Canterbury Christ Church University
(Secondary)

Regional Training Providers
Institute of Education, University of
London (Secondary and Primary)
King's College London (Secondary)

North East

Lead Regional Provider
Northumbria University (Secondary)

Regional Training Provider
University of Sunderland (Secondary)

Primary provider from 2012/13 onwards TBC

North West

Lead Regional Provider
University of Manchester (Secondary)

Regional Training Provider
Liverpool John Moores University
(Secondary and Primary)

West Midlands

Lead Regional Provider
University of Warwick (Secondary and
Primary)

Regional Training Providers
University of Wolverhampton (Secondary)
Birmingham City University (Secondary)

Yorkshire and Humber

Lead Regional Provider
Sheffield Hallam University (Secondary)

Regional Training Provider
Leeds Metropolitan University (Primary)

Teach First ITT allocations for 2011/12

The below tables show the allocations at the start of the RSI:

	East Midlands		London		
	University of Nottingham (LRP)	University of Leicester	CCCU (LRP)	Institute of Education	King's College
Secondary					
Business				18	
Citizenship			9		
D&T			10		
English	14		87		
Geography				14	
History				21	
ICT				6	
Maths	14			76	
MFL				16	
Music			10		
RE			12		
Science	10		44		12
Total	38	0	172	151	12
Primary		9		45	
Total	38	9	172	196	12

Teach First ITT allocations for 2011/12

	North East		North West	
	Northumbria University (LRP)	University of Sunderland	University of Manchester (LRP)	LJMU
Secondary				
Business		4		
Citizenship				
D&T				
English		12	19	10
Geography				
History				
ICT				
Maths	11		15	4
MFL		4	6	
Music				
RE				
Science	11		10	6
Total	22	20	50	20
Primary				8
Total	22	20	50	28

Teach First ITT allocations for 2011/12

	West Midlands			Yorkshire and Humber	
	University of Warwick (LRP)	University of Wolverhampton	BCU	Sheffield Hallam University (LRP)	Leeds Metropolitan University
Secondary					
Business					
Citizenship					
D&T					
English	31			26	
Geography					
History		7		6	
ICT	3			7	
Maths	33			22	
MFL	11			8	
Music			5		
RE	7				
Science		19		17	
Total	85	26	5	86	0
Primary	16				7
Total	101	26	5	86	7

	All Regions
Secondary	
Business	22
Citizenship	9
D&T	10
English	199
Geography	14
History	34
ICT	16
Maths	175
MFL	45
Music	15
RE	19
Science	129
Total	687
Primary	85
Total	772

The roles of the NITTP, LRP and RTP

This annex summarises the roles of the Teach First National Initial Teacher Training Partnership (NITTP), Lead Regional Providers (LRPs) and Regional Training Providers (RTPs). Further detail about the expectations of provision can be found in Annexes 5, 6 and 7.

The National Initial Teacher Training Partnership

Teach First ITT is coordinated at the national level by the National Initial Teacher Training Partnership (NITTP). This is contracted by the TDA and made up of the following partners:

- Teach First
- University of Warwick
- Canterbury Christ Church University
- Institute of Education, University of London

NITTP is responsible for:

- initial assessment of Teach First candidates with respect to their potential for success on the programme
- development of the Summer Institute (Regional and National) and the delivery of the three week National Summer Institute
- support for the ITT providers to ensure consistency and coherence in the delivery of the programme

- coordinating national developmental initiatives across the partnership, including quality assuring delivery, and
- collaborating with TDA to ensure that all partners have clear roles and responsibilities.

The NITTP contract provides for quality assurance across the provision, including quality assuring the curriculum and delivery at the National Summer Institute, and ensuring appropriate structures are in place for the Regional Summer Institute and the Year Long PGCE Programme. This includes funding for Curriculum Leads. Each Teach First provider will also have their own quality assurance procedures in place. It is not envisaged that LRPs will be required to provide formal quality assurance over and above this.

The roles of the NITTP, LRP and RTP

This annex summarises the roles of the Teach First National Initial Teacher Training Partnership (NITTP), Lead Regional Providers (LRPs) and Regional Training Providers (RTPs). Further detail about the expectations of provision can be found in Annexes 5, 6 and 7.

Lead Regional Providers

The Lead Regional Providers (LRPs) deliver the Regional Summer Institutes and lead the overall provision in their region. Where necessary, the LRP works with the Regional Training Providers to coordinate the Summer Institute and Training Year for their region's participants.

The LRPs are also responsible for the Training Year of the Teach First participants registered with their institution.

The LRP will need to coordinate the development and delivery of the provision in their region. In order to do this they will need to have sufficient capacity to identify a programme coordinator and administrative support, and ensure staff are able to attend appropriate management meetings associated with the successful running of the programme. This activity can be funded from the £11,500 Training Year funding provided to the LRP and RTP(s). The time and resource involved will depend on the complexity of the provision within the region and is therefore a matter for the LRP in negotiation with the region's RTP(s).

Regional Training Providers

The Regional Training Providers (RTPs) are responsible for the Training Year of the Teach First participants registered with their institution.

Where necessary, RTPs work with the LRP and any other RTPs to coordinate the Summer Institute and Training Year for the region's participants.

The RTPs are expected to be involved with the NITTP Executive Management and Management meetings, either through representation from their institution or the LRP.

Minimum expectations for Regional Summer Institute provision

Lead Regional Providers should ensure that the following is provided:

Participant accommodation:

- a) Single room, preferably with en suite bathroom
- b) Desk
- c) Power (not metered)
- d) Adequate lighting
- e) Internet access (preferably Wi-Fi)
- f) All ICT interconnects available
- g) Back-up laptops / printers available for participant use
- h) Communal areas for small groups with tea and coffee facilities and drinking water
- i) Laundry facilities

Participant subsistence:

- a) Breakfast, a minimum of cold lunch, and hot dinner (all to include special dietary requirements)
- b) Packed lunch or lunch money for school days
- c) Tea, coffee, drinking water available at all times

Participant travel:

- a) Travel to and from all sessions and school visits

Participant training:

- a) Provision of the Regional Summer Institute in line with the Teach First model, including providing a curriculum consistent with NITTP expectations; Teach First ethos and criteria; and in compliance with the requirements for Initial Teacher Training
- b) Appropriate lecture / teaching spaces
- c) Appropriate tutoring arrangements that provide continuity of experience for the participants between the Summer Institute and Training Year
- d) Appropriate break-out areas
- e) Provision of the agreed Teach First course texts
- f) Access to library facilities

Miscellaneous:

- a) Provision for student support, provision of access to medical facilities in the case of emergency, access to emergency transport, access to compassionate travel home

Minimum expectations for Training Year provision

Lead Regional Providers and Regional Training Providers will:

School Partnerships

- support and advise their Teach First regional office in the recruitment of schools
- co-ordinate and manage their partnership of Teach First schools, and
- provide subject studies and professional studies training and support for Teach First mentors in their partnership schools

Selection and recruitment

- support and advise Teach First graduate recruitment department in the recruitment of trainees
- provisionally register participants with the GTC in line with the requirements for Initial Teacher Training, and
- ensure that potential participants are background checked and their suitability and capacity to teach is assessed in line with the requirements for ITT.

Year-long training

- provide the year-long Teach First training in line with the Teach First model, including providing a curriculum consistent with the NITTP expectations; the Teach First ethos and criteria; and in compliance with the requirements for Initial Teacher Training
- provide effective administration for the Teach First programme
- provide adequate staff time to support development of subject studies coordination, and provide professional and subject studies, tutor development, and mentor development
- secure staffing arrangements that enable continuity of experience for the participant from the summer institute through to the completion of the year-long training
- provide adequate library and ICT resources for participants
- provide support and assessment of the Teach First documentation, and
- assess the Teach First participants against the standards for QTS and PGCE criteria.

Teach First Expectations

TeachFirst

The Teach First Mission

To address educational disadvantage by transforming exceptional graduates into effective, inspirational teachers and leaders in all fields.

We aim to maximise our participants' ability to impact on educational disadvantage, both within their initial two years teaching and beyond as Teach First Ambassadors (alumni), whether they chose to work inside or outside of the classroom in the long term.

Teach First Model of Training Provision

The two year Leadership Development Programme is designed to develop Teach First participants into effective, inspirational teachers and to enable them to have a profound impact on the achievement, access and aspirations of their pupils. The programme is divided into three strands; Leading Learning, Leading People and Leading Organisations. Leading Learning – the time spent in the classroom and developing their teaching practice – is core.

In their first year of the Leading Learning strand of the Leadership Development Programme, participants are trained and assessed by ITT Providers through the Teach First National ITT Partnership, detailed below. In their second year, participants are coached and developed by Teach First Leadership Development Officers (LDOs) (see final paragraph).

The Teach First National ITT Partnership brings unrivalled expertise and experience in the creation, management and delivery of the Teach First programme, national coordination of Teach First, high quality Teacher Training and partnership working with challenging schools in all Teach First regions, including specialist schools and academies. The Teach First values also underpin the Teach First National ITT Partnership's work with schools, FE colleges, Higher Education Institutions, government and businesses.

The Teach First values are:

- Commitment
- Collaboration
- Excellence
- Integrity
- Leadership

The Teach First National ITT Partnership builds on the six-year founding partnership between Teach First and Canterbury Christ Church University which has been further developed to include the University of Warwick, the Specialist Schools Academies Trust and the Institute of Education (University of London).

Teach First Expectations

Structure of Provision

The Teach First National ITT Partnership provides the national coordination of the initial teacher training elements of the Teach First programme from recruitment to Summer Institute and the year-long programme leading to qualified teacher status.

Within this first year of ITT there are 3 components:

1. **Regional Summer Institute lasting 3 weeks, hosted by the Lead Regional Provider (LRP)**

The LRP will be responsible for:

- Hosting the Regional Summer Institute, including accommodation and subsistence.
- Coordinating the Regional Training Providers (RTPs) with regards to:
 - Providing curriculum expertise and staff for the regional components of the Summer Institute;
 - Arranging and delivering the school-based elements of the Summer Institute in their regions, advised by SSAT.
 - Securing the participant's Teaching Experience Week, including opportunities for participants to teach individual lessons as determined by Teach First National ITT Partnership.

- Developing, introducing, teaching and assessing the Masters level components of the academic curriculum, which will lead to the award of up to 60 Masters level credits at the end of the Initial Teacher Training year, advised by the Institute of Education (IOE).

2. **National Summer Institute lasting 3 weeks, held at the University of Warwick**

The LRPs and RTPs will be responsible for:

- Providing curriculum expertise and staff for the national components of the Summer Institute.
- Assessing the participant's School Orientation Experience (SOE) and using this as a tool to frame development of knowledge, skills and understanding.
- Developing nationally, introducing, teaching and assessing the M-level components of the academic curriculum, which will lead to the award of up to 60 Masters level credits at the end of the Initial Teacher training year, advised by IOE.
- Contributing evidence about each participant for the Internal Review Boards to be held at the end of the Summer Institute, and managing the Internal Review Board for their region.

Teach First Expectations

3. Year-long training provision, including the Post Graduate Certificate of Education and successful achievement of Qualified Teacher Status

Alongside the statutory Requirements for Initial Teacher Training, the LRPs and RTPs will be responsible for:

- Assessing the participants' Subject Knowledge Audits (SKA) in collaboration with Teach First and determining those that will benefit from Subject Knowledge Enhancement.
- Supporting the participants to achieve a PGCE, with at least 60 M-level credits and QTS.
- Enabling participants to understand the social context and educational framework within which schools work, particularly those facing challenging circumstances. This will cover how schools meet the needs of diverse pupil populations, how they manage pupil behaviour, how they meet inclusion and special educational needs, how they deliver subject teaching and assess pupil performance, how schools are inspected, how schools ensure the well-being of pupils in and out of school.
- Enabling participants to develop strategies for planning and delivering lessons, assessing learning, monitoring students' progress, managing the behaviour of students in classes, reviewing their own experiences, teaching groups of pupils and developing personal subject knowledge in curriculum and pedagogy.
- Spending time in school observing experienced teachers and discussing participants' observations of aspects of their role, for example; pupil management strategies, teaching and learning styles, organising subject knowledge.
- Delivering Subject training days throughout the year with guidance from the Teach First National ITT partnership (guidance will be broad enough for Lead Regional Providers and Regional Training Providers to retain ownership of how their content is delivered).
- Securing the participant's second school experience to provide an opportunity to teach lessons across two age ranges in a school, thereby extending the participants' knowledge, skills and understanding.
- Maintaining a Virtual Learning Environment (VLE) that is fit for purpose.

Teach First Expectations

Expectations on Providers through the Teach First National ITT Partnership - High Level Roles and Responsibilities

Teach First will:

1. In collaboration with the Teach First National ITT Partnership, be responsible for high expectations and raising aspirations – to introduce the participant to the core principles of Teach First and the values of the organisation (commitment, collaboration, excellence, leadership, and integrity), thereby creating an ‘esprit de corps’ among participants.
2. Create a culture of achievement – to reinforce the belief in achieving excellence among applicants which will later be transferred into the classroom.
3. Enable participants to identify and understand leadership skills – to recognise and work effectively with diverse groups of people, which will drive long-term personal development.
4. Be responsible for delivering the Leadership Development programme.
5. Be responsible for developing the curriculum for the LD programme, in collaboration with the Teach First National ITT Partnership, LRPs and RTPs.

6. Introduce participants to the academic expectations of the programme including the criteria, tasks, study skills and methods necessary for Masters Level work.

7. Recruit and induct Leadership Development Officers to support participants.
8. Recruit and induct Associate Tutors to support participants and LRPs/RTPs at National Summer Institute.

The Teach First National ITT Partnership will:

1. Ensure that all participants gain school experience through observation prior to the Summer Institute.
2. Have overall responsibility for the development and delivery of a central preparatory Summer Institute for Teach First candidates, in partnership with LRPs/RTPs and Teach First.
3. Throughout the year, support LRPs/RTPs and the Teach First organisation in ensuring consistency and coherence in the delivery of the employment-based teacher training element of the Teach First programme, e.g. through the development of mentor training specifically tailored for the Teach First programme, common assessment formats and guidance materials with common branding.

Teach First Expectations

4. Work in collaboration with the Training and Development Agency for Schools (TDA) to ensure that each Teach First region is subject to a regional partnership agreement that explicitly sets out ways of working and the roles and responsibilities for all partners, including HEIs and schools, in accordance with ITT requirements.
 5. Prepare participants for the Leadership Development journey across the two years in the classroom and as an Ambassador.
 6. Lay the foundation for a strong intra-/inter-cohort network.
- monitor the progress of the participants in the ITT programme.
 - Ensuring consistency of curriculum development and provision, through clearly identified individual Curriculum Leads, and a Director of Curriculum Delivery to ensure the curriculum is developed collaboratively centrally and delivered consistently across all regions.
 - A coherent system that ensures that all complaints are managed as effectively and fairly as possible and that the complaints procedure offers the option of escalating and resolving complaints with ease.

Securing Quality of Provision

Teach First and the Teach First National ITT Partnership are committed to assuring quality of ITT provision through:

- Yearly completion of the Self Evaluation Document (SED) as required by the TDA. The LRPs will have responsibility for helping to ensure the SEDs in their region are aligned.
- Collecting, contributing, utilising and sharing data to enable the quality of training to improve annually.
- Collaborating with LRPs/RTPs on recruitment of tutors and other specialist staff for the Summer Institute and Year Long Training.
- Ensuring that LRPs/RTPs conduct robust Internal Review Boards to
- Observation audit of LRPs/RTPs completed quarterly.
- Ensuring that all engaged in the project have an up-to-date understanding of their role in relation to the provision, and which reflects current best practice and supports collaborative provision.
- Strong documentation across the Teach First National ITT Partnership that explicitly and systematically defines: how ITT Requirements are met; models for systems, processes and communication (with scope for their regional interpretation); incorporates flexible guidance; staff development through mentor materials, tutor and mentor handbooks, training and briefings; a peer support network within the VLE, and critical review meetings.

Teach First Expectations

Staffing Arrangements

- National Summer Institute Teaching Staff will be recruited by the Teach First National ITT Partnership according to subject and professional studies needs as determined by participant numbers and alignment to the Teach First culture and ethos, including an understanding of the unique nature of the programme. The Teach First National ITT Partnership will undertake an annual review of Summer Institute Teaching Staff based on formal observation and participant feedback.
- Summer Institute staff will be coordinated by the Associate Director of Teach First National ITT Partnership, Director of Curriculum Delivery and the Director of ITT Standards and Regulations.
- Year Long Tutors will be appointed by the Teach First National ITT Partnership according to subject and professional studies needs as determined by participant numbers and alignment to the Teach First culture and ethos, including an understanding of the unique nature of the programme. The Teach First National ITT Partnership will undertake an annual review of Year Long Teaching Staff based on formal observation and participant feedback.

Management Meeting Structure of Teach First National ITT Partnership

Appropriate staff will be expected to attend the following meetings in relation to preparation for the Summer Institutes and Year Long training provision:

- Teach First National ITT Executive Management Group (possibly Lead Regional Providers only, but this can be regionally determined), which is accountable and responsible for the management and quality of the programme in full, including all Outputs and KPIs.
- Teach First National ITT Management Group (possibly Lead Regional Providers and Regional Training Providers, but this can be regionally determined), which is accountable and responsible for the design, delivery and monitoring of all aspects of the programme.
- Curriculum Group, which is responsible for discussions on key issues relating to primary, subject studies, and professional studies and practice, and the on-going improvement of the Teach First curriculum programme, including the Summer Institute and the year-long training.

Teach First Expectations

- Logistics Group, which is responsible for discussing the content and delivery of all logistic-based elements of the Teach First programme (Summer Institute and Year Long training) to ensure its ongoing improvement, including timetabling, ceremonies, cross-curricular days, tracking of participant issues, Teaching Experience Week and development of the Teach First VLE.
- School Advisory Group, which is responsible for ensuring effective communication between Teach First, Headteachers (or other school representatives) and the LRPs/RTPs as Initial Teacher Training Programme providers. There will be different SAGs for primary and secondary and this will determine whether the region's LRP or RTPs should attend.
- Staff Participant Liaison Committee (the Lead Regional Provider could represent the region), which is a forum for staff and participants within each region.
- The LRPs and RTPs are expected to work in partnership with Teach First Regional Directors to share expertise in ensuring participant timetables are compliant with statutory procedures and allow the participant to achieve Qualified Teacher Status.
- The LRPs and RTPs are expected to show commitment to ensuring all school mentors are fully inducted into Teach First and understand its mission, vision and goals. They should attend regular mentor training sessions and, when possible, be engaged in the Mentor Recognition Framework.

Working with Leadership Development Officers

- The LRPs and RTPs are expected to work in partnership with the Teach First Leadership Development Officers (LDOs) to support the pastoral and professional well-being of participants in school during the first year of the programme.

School Placement and Mentoring

- The LRPs and RTPs are expected to work in partnership with Teach First Regional Directors and attend school recruitment meetings, to share their knowledge of existing partnership schools and expertise in securing new partnerships.