Teacher subject specialism training (TSST): secondary mathematics, core maths, physics and modern foreign languages (MFL)

Application guidance for
a) Local lead school
b) Regional lead school

May 2018

Contents

Summary

About this guidance

This guidance is to support schools and sixth form colleges to apply for grant funding as a local lead school and/or a regional lead school.

Role of a local lead school

To design and deliver teacher subject specialism training (TSST) in secondary mathematics, core maths, physics and modern foreign languages (MFL) in line with minimum specification requirements.

The local lead school application is for delivery in academic year 2018/19. Arrangements for delivery in 2019/20 will be agreed with the selected regional lead schools.

Role of a regional lead school

To coordinate and develop TSST provision in their region.

This includes the distribution of grant funding to local lead schools and reporting as required to the Department for Education (DfE).

The regional lead school will work in partnership with the local lead schools to implement a strategic plan to deliver and further develop TSST across their region, including identifying gaps in provision and expanding geographical coverage. We aim to identify eight regional lead schools, one in each region.

The regional lead school application is for academic years 2018/19 and 2019/20.

Purpose of teacher subject specialism training (TSST)

To improve the subject knowledge of non-specialist teachers and those teachers looking to return to the profession and increase the number of hours taught, by offering school-led TSST opportunities.

We recommend that before applying you meet with your strategic partners (schools, universities and others) to discuss and agree your plans for delivery.

Context

The purpose of TSST is to improve the subject knowledge of non-specialist teachers and returning teachers and increase the number of hours taught, therefore building capacity to enable schools to manage workforce and deployment challenges in secondary

mathematics, physics and MFL. The school-led training is provided at no cost to the participants.

TSST in mathematics and physics was launched in 2015/16 and aims to build the capacity of non-specialists who may be able to move into a mathematics or physics role. In addition, it aims to upskill non-specialists who are currently teaching mathematics or physics and those looking to return to the profession, thereby increasing the number of mathematics and physics hours taught.

TSST in secondary MFL was launched in 2016/17 to build additional capacity to deliver the English Baccalaureate (EBacc). In addition to non-specialists and returning teachers, this programme is available to specialist MFL teachers who are not currently teaching MFL but who need refresher training to enable a move back to an MFL role, or who may be able to teach a second language in addition to their specialist subject.

TSST is a flexible, school-led model where schools apply for grant funding to design and deliver TSST to meet local need. Lead schools work in partnership with other schools and strategic partners such as HEIs, subject associations, Maths Hubs and Science Learning Partnerships, to design a programme and delivery model that works for their local schools and participants.

To further support schools to address workforce and deployment challenges in TSST subjects, a regional lead school role is being introduced for academic year 2018/19. The local lead school delivery role will remain unchanged. Grant funding will be made to regional lead schools who will reimburse their local lead schools for delivery costs incurred.

School-led teacher subject specialism training (TSST)

TSST is a school-led programme, where schools work in partnership with other schools and strategic partners to design and deliver TSST to meet the needs of schools in their locality and region.

Core strengths of this approach are:

- lead schools' understanding of, and responses to, the pressures on head teachers to release staff.
- the bespoke, differentiated approach to meet teacher needs.
- schools' ability to draw collaborative partners into the design, delivery and quality assurance of programmes.

Criteria for TSST programmes

TSST has a specific purpose and target audience and is not intended as continuing professional development (CPD) for existing specialists in secondary mathematics, physics or MFL.

TSST programmes can be focused on key stage 3, key stage 4 and/or key stage 5.

TSST core maths for non-specialist teachers may also be offered. Core maths qualifications were introduced in 2014 and are designed to prepare students for the mathematical demands of university study, employment and life. Core maths is aimed at students with an A*- C in GCSE mathematics who are not studying mathematics at A level. Core maths qualifications focus on using and applying mathematics and statistics, building from GCSE to deepen students' competence and confidence in applying mathematical methods.

We are focusing the TSST MFL programme on French, German and Spanish, but cases for other approved languages that count towards the EBacc will be considered against available funds. The list of approved languages is available here:

[English Baccalaureate: eligible qualifications](#)

Participant eligibility

For the purpose of TSST, non-specialists are teachers who have not undertaken initial teacher training (ITT) in the TSST subject in which they intend to train.

TSST is specifically targeted at:

- non-specialist teachers who could potentially teach mathematics, physics or MFL in addition to, or as their main subject.
- non-specialist teachers who are currently teaching mathematics, physics or MFL (either full-time or in addition to the specialist subject).
- teachers who are looking to return to the profession.

In addition to non-specialists and returning teachers, TSST MFL also targets

- specialist MFL teachers who are not currently teaching MFL and who need refresher training to enable a move back to an MFL role.
- specialist MFL teachers who have the capacity to teach a second language in addition to their language specialism.
- overseas trained teachers.

Additional eligibility

Newly qualified teachers (NQTs) are eligible.

Primary teachers are eligible if they will be teaching year 7/8 pupils as part of cross-school key stage 2/3 collaboration (e.g. in a multi-academy trust (MAT) or if they have firm plans to convert from primary to a secondary teaching post).

Teachers without QTS working in academies are eligible.

Those who are members of and have been awarded Qualified Teacher Learning and Skills status (QTLS) by the Society for Education are eligible if they have firm plans to teach a TSST subject in a school or sixth form college.

Supply teachers are eligible if they do not have a contract with a school and are committed to returning to a permanent post.

Initial teacher training (ITT) trainees, higher level teaching assistants (HLTAs), Teaching Assistants (TAs) and other support staff are not eligible to undertake the training.

Criteria for grant funding

Local lead schools

We invite schools and sixth form colleges to apply for grant funding to design and deliver teacher subject specialism training in secondary mathematics, core maths, physics, French, German and/or Spanish (cases for other languages will be considered against available funds). The application is for delivery in academic year 2018/19. Arrangements for delivery in academic year 2019/20 will be agreed with the selected regional lead schools.

Local lead schools must be graded outstanding or good for overall effectiveness by Ofsted in their most recent inspection. Schools must demonstrate evidence of collaborative working with strategic partners (schools, universities, professional bodies, subject associations and others) to design, develop and evaluate professional development.

We are looking for schools that can offer economies of scale in terms of their reach and cohort size and encourage schools to liaise with other schools in their locality to consider coordinating a single application. Local lead schools should base their numbers on a realistic assessment of need, their ability to recruit participants and organisational capacity.

TSST is a national programme, and whilst local lead schools will target their training to meet the needs of their locality or region, it is expected that courses will be open to all

participants across the country, to ensure that all secondary schools have access to TSST.

We particularly welcome applications from schools who are able to offer TSST in one of the [Opportunity Areas.](#)

Regional lead schools

We invite schools and sixth form colleges to apply for grant funding to become a TSST regional lead school for academic years 2018/19 and 2019/20.

We aim to identify eight regional lead schools, one in each region. See map at Annex 1.

Regional lead schools will be expected to coordinate a TSST offer (secondary mathematics, core maths, physics, French, German, Spanish) for the region, ensuring geographical coverage.

To do this the regional lead school will:

- develop partnership arrangements with local lead schools and implement a regional strategic plan to deliver and further develop TSST provision
- support local lead schools in their region to ensure recruitment and effective delivery of programmes and
- identify gaps in provision of TSST and identify new local lead schools if required to support delivery, as well as expanding the geographical coverage of the regional TSST offer.

The DfE will work with regional lead schools to ensure an effective and compliant process is in place for the identification and approval of new local lead schools.

Regional lead schools must be graded outstanding or good for overall effectiveness by Ofsted in their most recent inspection.

We are looking for schools with strong strategic relationships and partnerships in their region. Regional lead schools will have a strategic and data driven understanding of teacher shortages in priority subjects, and teacher recruitment challenges at a regional level.

Grant funding

Local lead schools

Local lead schools who meet the eligibility criteria can apply for grant funding in one or all of the TSST subjects.

Local lead schools should apply for the minimum number of participants they aim to recruit for each subject based on their capacity to deliver and identified need.

Local lead schools should provide a breakdown of costs. In the last application round the average cost per participant was approximately £1,400. However there was a range in per participant costs, dependent on the individual programme design and delivery model.

In deciding how much grant funding to apply for, local lead schools should therefore consider how much it will cost them to deliver to the minimum number of participants they intend to recruit. In addition their application should set out how they will secure value for money, economies of scale or offer 'in kind' funding.

Local lead schools are not expected to pay travel and supply costs. It is the responsibility of the participant's school to enable participants to access the training.

Grant payments will be made to regional lead schools who will reimburse their local lead schools for delivery costs incurred. A grant will be allocated to regional lead schools at the standard participant rate of £1,400.

Local lead school applications will be assessed by a DfE panel for approval of funding for delivery in academic year 2018/19. Approval of a local lead school costs higher or lower than the standard participant rate of £1,400 may be allowed by the panel, however the total funding allocated for places in the region must remain within the £1,400 standard participant rate. The regional lead schools will work in partnership with their local lead schools to benchmark costs, look for efficiencies and identify and share best practice. This will inform funding decisions for academic year 2019/20.

TSST must be delivered at no financial cost to the participant. All applications are assessed on value for money.

Regional lead schools

A two year grant for academic years 2018/19 and 2019/20 will be made to regional lead schools. This will include:

£30,000 core grant (per year) paid up front (on successful completion of the Collaborative Fund (CF) evaluation process and receipt of signed terms and conditions). Regional lead schools can choose to use this core grant as they deem appropriate to ensure they have the capacity to deliver the grant requirements.

£1,400 per participant payment to reimburse costs incurred by local lead schools. There will be a two stage payment to the regional lead school:

- £1,000 paid on confirmed recruitment of participant and
- £400 paid at end of training course

Grant funding for delivering TSST will be released to regional lead schools who will reimburse local lead schools for delivery costs incurred. This approach will ensure:

- accurate participant data is held
- payment is only made for eligible participants.

Regional lead schools will be invited to a start-up telephone meeting on Wednesday 11 July to discuss the role and requirements. A face to face meeting will then be held at the end of September. Regional lead schools are expected to attend both meetings.

Grant funding will be evaluated through the collaborative fund and any underspend will be subject to clawback.

Funding is dependent on signed grant terms and conditions and DfE approval of completed TSST minimum specifications. Funding via regional lead schools is dependent upon reporting of recruitment figures and submission of satisfactory progress reports through the online customer relationship manager (CRM) system. Where schools fail to provide participant details or progress against delivery, grant funding will be delayed or subject to clawback by DfE.

All grant funding is subject to [DfE collaborative fund grant funding agreement terms.](#)

Local lead school requirements

As a condition of receiving the grant funding local lead schools will be required to:

- design, implement, quality assure and evaluate TSST programmes.
- ensure their programme design(s) meets the TSST minimum specification.
- ensure an agreed number of participants have undertaken TSST.
- coordinate external validation of their programmes in order to offer programme certification, Masters credits or professional awards for participants who complete the training. This should be at no additional cost to the participant or their school.
- advertise their programme locally to raise awareness.
- report all participant recruitment and management information (MI) data to their regional lead school who will update the online CRM system.
- report against spend to the regional lead school
- provide information as requested for an end of programme impact and evaluation report.
- participate in any external evaluation commissioned by the DfE and ensure that all participants are issued with a data privacy notice (this will be provided).
- notify the TSST programme team of any change to their overall Ofsted grading.
- complete delivery of programmes by the end of the academic year, July 2019.

Regional lead school requirements

As a condition of receiving the grant funding regional lead schools will be required to:

- attend a start-up meeting with other regional lead schools.
- develop partnership arrangements with local lead schools and develop a regional strategic plan to deliver and further develop TSST provision.
- monitor progress of recruitment to the places allocated to the region.
- Identify gaps in provision and identify new local lead schools if required to expand the geographical coverage of the programmes.
- oversee quality assurance and evaluation to ensure TSST is effective.
- develop a marketing plan in partnership with local lead schools with a 'single point of contact' web page detailing TSST programmes in the region.
- on behalf of local lead schools, collate and report all programme activity in the DfE online CRM system including participant recruitment and MI data.
- compile a summary from local lead schools to form an end of programme impact and evaluation report.
- pay local lead schools and ensure compliance of third party supply chain.
- report against spend through the DfE collaborative fund evaluation process.
- notify the TSST programme team of any change to their overall Ofsted grading.
- ensure delivery of programmes is completed by the end of the academic year, July 2019 and July 2020, including end of programme evaluation report.

TSST minimum specification

A minimum specification for all TSST programmes was introduced in September 2017. This was developed and agreed in partnership with lead schools and subject associations / HEI stakeholders, through the TSST national working group.

The purpose of the minimum specification is to ensure a broad, balanced and high-quality programme experience for all TSST participants regardless of the subject they undertake TSST in or the location of their training.

Local lead schools will be required to complete a minimum specification template for each of their programmes (secondary mathematics, core maths, physics and MFL) demonstrating how their programme(s) delivers the minimum specification.

Please note this does not need to be completed as part of the application process. Local lead schools will be required to share minimum specification(s) with their regional lead school, the release of grant funding will be dependent on the successful completion of this process.

The template for the TSST minimum specification is included in Annex 2.

Application evidence

An assessment panel will mark each application using a pre-defined scoring matrix. Your application should provide evidence against the questions and 'look fors' in Annex 3 for regional lead school and Annex 4 for local lead school.

The questions are different for regional lead school and local lead school.

Schools who wish to apply for both regional lead school and local lead school must complete an application for each. There will be a standalone assessment process for the regional lead school and local lead school applications.

We recommend that you cover as many 'look fors' as possible in your answers. Please note the maximum word count for each question.
Your application will be assessed using the 'look fors' and the scoring criteria below.

Score	Definition
0	The response **does not demonstrate any** evidence that the application meets this requirement
1	The response demonstrates **insufficient** evidence that the application meets this requirement
2	The response demonstrates **some** evidence that the application meets this requirement but **does not sufficiently meet the 'look fors'**
3	The response demonstrates **sufficient** evidence that the application meets this requirement and the **majority of 'look fors'**
4	The response demonstrates **strong** evidence that the application meets this requirement and the **majority or all of the 'look fors'**
5	The response demonstrates **strong and multiple examples** of evidence that the application meets this requirement, and furthermore demonstrates **additional high value and/or impact in this area**

Each application will be given a total score which indicates whether the application has demonstrated sufficient evidence to meet the requirement as below.

	Scores	Outcome
GREEN	18-30	Successful
AMBER	13-17	Discussion required
RED	0-12	Unsuccessful.

Should the number of applications which meet the required standard exceed the funding available, we will select local lead schools based on the balance of the overall set of applications for each region including:

- total score
- range of subjects offered
- geographical spread

When determining outcomes and selecting local lead schools and regional lead schools, the panel will also consider past performance where schools have previously delivered TSST.
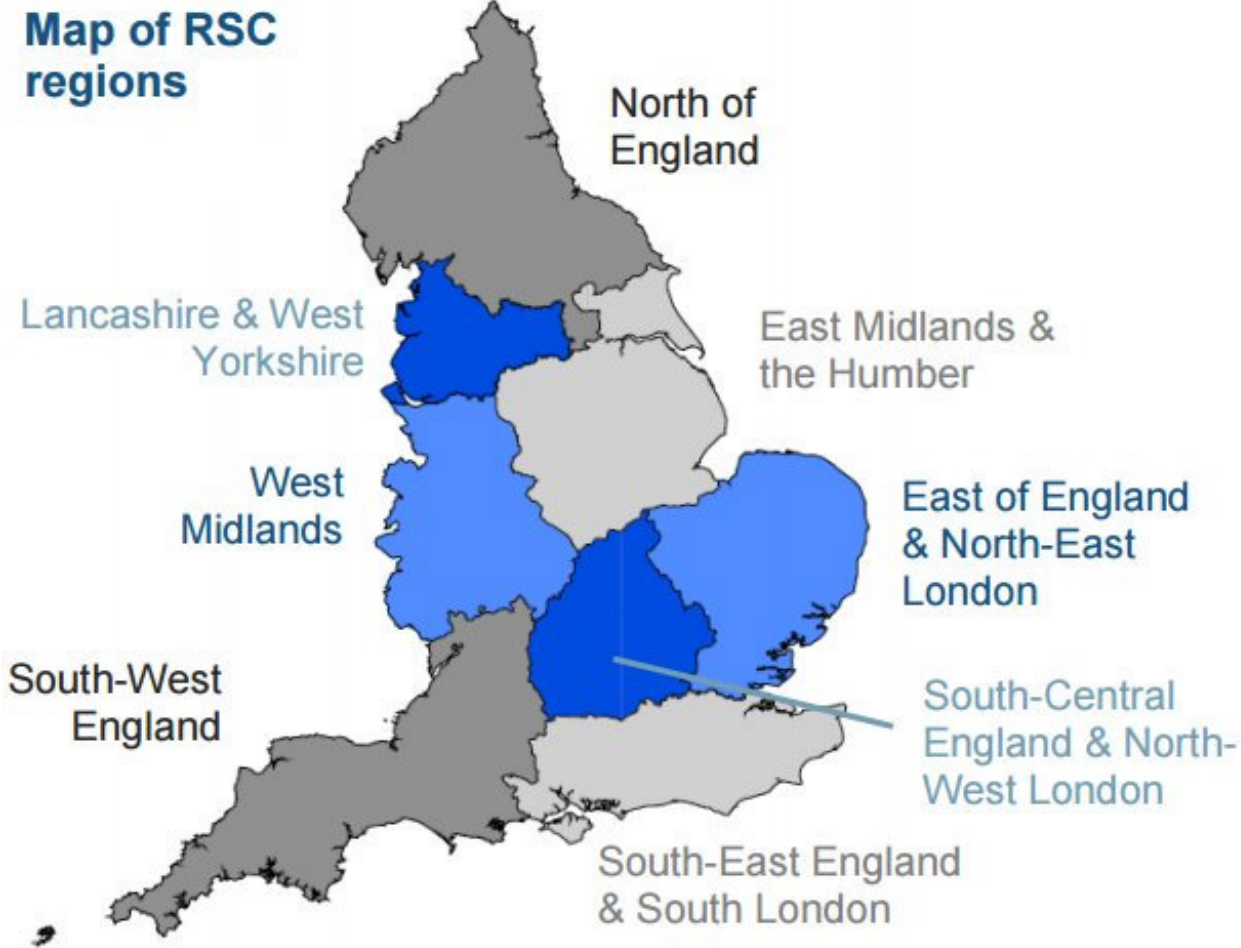
Certification, Master's credits and professional awards

It is a requirement that local lead schools coordinate a process to offer programme certification, Master's credits or professional awards to those participants who complete the training. This recognition can be an important consideration for participants and is part of the validation and quality assurance of the training. It is up to the lead school to determine the award that is most appropriate to their training but this must include external validation of the programme. You should include your model for external validation of your programme in your application.

Community approval processes for Mathematics and Physics

There are community approval processes available in mathematics and physics for those schools who have not sourced external validation of their programmes elsewhere. We strongly recommend that schools consider these routes for the quality assurance and validation of their programmes. The Institute of Physics (IOP)-enabled community approval process for TSST physics was introduced in 2015/16. It has been valued by lead schools and has offered the opportunity for additional quality assurance by a recognised national organisation. The Joint Mathematical Council of the UK (JMC) has also created a community approval process for TSST mathematics, which was introduced in 2017/18 academic year.

Annex 1: Map of regional schools commissioner regions.

Map of RSC regions

North of England

Lancashire & West Yorkshire

East Midlands & the Humber

West Midlands

East of England & North-East London

South-West England

South-Central England & North-West London

South-East England & South London

Annex 2: TSST minimum specification template

Programme overview	*This should include high level, key information about the programme such as:* • *Title* • *Subject (e.g. mathematics, physics, MFL)* • *Focus (e.g key stage)* • *Delivery or strategic partners (e.g. higher education institutes (HEIs) or subject associations)*
1. Clear learning outcomes	*These should set out:* • *Expected impact on the participant* • *Expected impact in the classroom*
2. Audit of participant needs or baseline assessment	*This should explain:* • *How you will establish participants' prior knowledge or experience to inform a differentiated approach to meet participant's needs* • *Details of tools/approaches used*
3. Monitored learning (minimum 30 hours)	*This must include:* • *A minimum of 12 hours face-to-face learning* *In addition, this could include:* • *Monitored online learning* • *Mentoring*
4. Lesson observation or classroom experience	• *This will form part of your monitored learning 30 hours* • *Provide details of how this will be provided, e.g. for returning teachers or participants not currently teaching their TSST subject*
5. Independent learning	*For example:* • *Accessing resources, research, publications* • *Reflective journal*
6. High-quality facilitators	*These should be/could include:* • *experience in delivering adult training/professional development* • *outstanding practitioners* • *specialist leaders in education (SLEs)* • *HEI colleagues* • *professional development leads*

7.	**Access to high-quality resources**	*Provide a brief overview of what resources you will use and how they have been developed/sourced, e.g., in-house, in partnership with HEIs/strategic partners, external supplier/provider*
8.	**A focus on both pedagogy and subject knowledge**	*Provide a brief description of how your course will offer this*
9.	**Programme evaluation**	*Briefly describe the tools and/or processes that you will use to measure or identify:* • *impact on participant (progression)* • *early impact evidence (outcomes for pupils)* • *future CPD needs/ongoing development*
10.	**Certification, professional award or Masters credits**	*This should be in addition to a certificate of completion and a recognition of the learning undertaken, progress made or level achieved*

Annex 3: Regional lead school application

Regional lead school applications should provide evidence against the questions and 'look fors' listed below.

Question	Evidence 'look fors'
1. **Describe your experience with recent examples of strategic relationships and collaboration. Please include any impact evidence you have at a regional level.**	• A strong record of collaboration with schools and strategic partners across the region • Evidence of drawing on research and best practice from within and beyond the profession, in order to inform the design and delivery of programmes of programmes
2. **List strategic partnerships that your school are currently working with, and to what level your school are involved.**	• Evidence of experience
3. **Provide evidence to demonstrate relevant capacity, skills and experience to a) coordinate and develop TSST at a regional level and b) to develop a strategic plan for expansion to areas where there is no TSST provision.**	• Capacity, expertise and experience to oversee the development of TSST in your region • Description of roles and contributions of strategic partners • Experience of coordinating programmes • A strategic and data driven understanding of teacher shortages in priority subjects / teacher recruitment challenges at a regional level
4. **Provide evidence of capacity, experience and systems to manage:** **a) distribution of grant funding to local lead schools** **b) collection and reporting of MI data.**	• Sufficient, dedicated project lead and project support capacity to meet delivery and reporting requirements • Rigorous supporting systems and processes for financial and data reporting • Supporting infrastructure in place in the event of staff changes

Question	Evidence 'look fors'
5. Do you intend to deliver TSST in addition to the Regional Lead school role?	• Yes • No
If yes, please outline your experience of delivering TSST, and how you can be confident that you have the capacity to effectively deliver both roles.	No set 'look fors'

Annex 4: Local lead school application

Local lead school applications should provide evidence against the questions and 'look fors' listed below.

Question	Evidence look fors
1. **Describe the capacity and expertise you have identified to deliver TSST, including administration and delivery staff and supporting infrastructure.**	• Sufficient dedicated project lead and project support capacity to meet delivery and reporting requirements • Supporting systems and processes • Roles and responsibilities agreed with your strategic and delivery partners • Contingency plans to ensure continuity of provision in the event of staff changes
2. **Describe the need for TSST in your locality and how you have identified your target audience. Please provide information for each subject you are applying for.**	A clear evidence base demonstrating the need for TSST in your locality, with supporting data and information. Consider the: • number of teachers who could teach mathematics, physics or MFL in addition to their main subject • vacancy rates or high re-advertisement rates • turnover of mathematics, physics or MFL teachers • current curriculum offer and additional capacity needed to support delivery of the English Baccalaureate (EBacc) • networks built with other schools in the local area • number of teachers teaching mathematics, physics or MFL who have not undertaken ITT in that subject
3. **How will you market your programme and recruit participants? How will you secure support from head teachers to ensure release time for participants to undertake TSST?**	A clear marketing plan that will: • use a range of marketing tools and processes • promote the benefits of TSST to prospective participants and head teachers • secure head teacher support for the programme to ensure release time for participants • identify and engage participants from lower attainment schools where capacity issues are impacting on mathematics, physics or MFL • target schools from within and beyond your alliance

Question	Evidence look fors
4. What is your experience of designing, delivering and evaluating effective professional development? What impact evidence do you have?	• A strong record of collaboration with other schools and strategic partners to design and deliver high quality professional development • Evidence of drawing on research and best practice from within and beyond the profession, in order to inform the design and delivery of programmes • Responsive programme design to meet the identified needs of staff with a range of professional development needs and learning styles • Evaluation and impact evidence demonstrating the success of your professional development offer on participants and pupils

5. What is the proposed structure and content of your TSST programme? Provide information for each subject you are applying for.
 	
Please ensure that you have read the information about the TSST minimum specification in the guidance document before answering this question.
	• Your programme design, content, length and delivery model
	• How you will draw on the expertise of strategic partners such as the Institute of Physics (IOP), The Joint Mathematical Council of the UK (JMC), National Centre for Excellence in the Teaching of Mathematics (NCETM), Association for Language Learning (ALL), maths hubs, science learning centres/partnerships or universities
	• A programme that upskills participants in both subject knowledge and pedagogy
	• Access to high-quality resources
	• A facilitation and delivery team that:
	   • have high levels of expertise in the relevant subject and pedagogic area
	   • are experienced in designing and delivering high-quality professional development
	   • have a deep understanding of the specialist subject knowledge required for high-quality teaching of the subject and understanding of how teacher develop this knowledge
	• How you would coordinate external validation of the programme, in order to offer certification, Master's credits or professional awards for those participants who complete the training (at no cost to participants or their schools)

Question	Evidence look fors

6. **How will you evaluate and quality assure your TSST programme?**	• A quality assurance framework that draws on existing procedures or expertise of strategic partners
	• Lead quality assurance roles for subject leaders, head teachers, specialist leaders of education (SLEs) and strategic partners
	• Evaluation processes to gather participant feedback during and after the programme and measures to assess the overall impact and benefits to participants, pupils and schools. Including:
	    • the use of diagnostic tools or initial baseline assessments to establish participant needs
	    • participant self-assessment
	    • pupil and head teacher feedback on impact or quality of teaching
	    • evidence of exam/key stage progress and improved pupil outcomes
	    • use of externally developed and/or existing evaluation tools.

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