



National College for
Teaching & Leadership

Returns Engagement Programme Pilot

**Funding for the design and delivery
of school-led programmes**

**Programme and Application
Guidance
January 2017**

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1. Summary

This guidance invites School Direct lead schools, Higher Education Institutions (HEIs), Multi-Academy Trusts (MATs), Teaching School Alliances (TSAs) and School-Centred Initial Teacher Training providers (SCITTs) to apply to become a Returners Engagement Programme (REP) pilot lead and, as a result, receive grant funding. Successful partnerships in this second application round will join cohort 2 of the pilot

The aim of the pilot is to test whether state funded secondary schools in England can improve teacher recruitment in maths, physics and modern foreign languages (MFL), by providing a bespoke package of support to qualified teachers who are currently not teaching in state funded schools in England but wish to return. This support will then lead to returning teachers gaining employment within the partnership schools. The pilot is running in the north-west and south-east.

In order to apply, lead schools, HEIs and school partnerships must be able to demonstrate that they wish to address a shortfall in recruitment in maths, physics and MFL. Schools must see this as an exercise to employ the returners they recruit onto the programme. They should assess their unfilled vacancies and request funding to support the number of returners they will employ. Over-supply of returners to the partnership is not the intention: the intended outcome of participating in this pilot should be to employ a returner. A clear number of vacancies should be identified in the application, and this should equate to the number of returners requested. Applications will be assessed on how well measures to ensure this number of vacancies will be filled are set out.

The National College for Teaching and Leadership (NCTL) will provide a number of potential returners. Partnerships will be expected to source some participants themselves to recruit sufficient participants for their likely vacancies in maths, physics and MFL. Partnerships should include details of how they will do this in their application.

2. Key dates

Application round opens: Friday 27th January 2017.

Application round closes: 5pm, Monday 20th February 2017.

Outcomes communicated by: Friday 3rd March 2017.

Start-up meeting: March 2017.

3. Application form

The criteria that should be addressed in applications and the evidence that should be provided are set out in **section 11**. The application form may be found as a separate document published alongside this guidance.

4. Context of the pilot

While teacher supply remains stable nationally, it has always been the case that some schools find it more challenging than others to fill vacancies. Demographic changes mean that more secondary school teachers may be needed in coming years, especially in maths, physics and MFL. Qualified teachers, who are currently not teaching, could be employed again as teachers, given the right type of support.

- The latest figures show the number of former teachers coming back to the classroom has risen – from 11,710 in 2011 to 14,060 in 2015.
- There are currently 227,100 qualified teachers under 60 who have previously taught in state funded schools but are not currently in service.
- There are currently 107,900 qualified teachers under 60 who have never taught in the state funded sector.

There are many more teachers trying to return to the profession than are successful at doing so. Some of the reasons why returners may find it difficult to secure positions are:

- Lack of evidence of recent classroom experience;
- Lack of up to date curriculum/subject knowledge;
- Poor quality applications and interview technique;
- Lack of up to date knowledge of curriculum and subject changes, policies, pedagogy, assessment frameworks and general teaching requirements.

Many returners wish to return on a part-time, flexible or job share basis, and this has shown to be one of the most significant barriers for teachers wishing to return to the profession. Therefore, this pilot is only open to schools that are willing to support and employ returners including those who wish to return on a part-time or flexible basis.

The aim of the pilot is to test whether schools, in geographical areas which struggle to recruit, can improve recruitment in maths, physics and MFL. This will be achieved by providing a bespoke package of support to overcome the barriers that qualified inactive teachers face when looking to return to teaching. NCTL will carry out a detailed evaluation of the pilot in order to judge its effectiveness, and successful applicants will be required to engage fully with evaluation activities and requirements.

5. School led support and training for returners

Successful pilot schools will be invited to take part in a start-up meeting with other pilot schools. These meetings will be arranged and chaired by the NCTL, to offer support and help with the planning and design of the upcoming programme, and for pilot schools to share best practice.

Returners will register with the NCTL via the Get into Teaching website. This will be supported by a national marketing campaign by the NCTL.

Return to Teaching Advisors (RTTAs) will then contact the returners to evaluate their needs. Returners who are deemed eligible for the REP pilot will be referred to pilot schools in their local area. Eligible returners will be those who are serious about returning within two terms but who lack up to date classroom experience.

Partnerships are expected to source additional returners themselves who they feel are suitable for the pilot, and ensure they are registered with the NCTL prior to their training commencing.

Schools will then interview the returner themselves to decide who they believe is an appropriate candidate. Schools must only recruit returners where they judge there is a very real chance of employing them once the appropriate support has been given.

Participants will receive support and training from the school based on their individual needs. This must include teaching experience, and might also include training on pedagogy and curriculum changes, support with behaviour management etc. The 2 – 4 week course will be tailored to the needs of the

returning teacher, so some may receive more/longer training than others dependant on their individual requirements.

Please note, all background checks are the responsibility of the pilot lead. These will not be reimbursed, but start-up funding can be used to cover the cost of any checks the pilot lead deems necessary.

Through the pilot and its evaluation, we hope to gather evidence about the most effective ways to support inactive teachers back into the profession. Our intention is to support returning teachers back in to permanent teaching positions (either part time or full time). The design features of this pilot are:

- All applications must be based on an assessment of need so that returners will go on to employment at the end of the pilot within the partnership;
- Schools will be responsible for quality assuring any training provided to ensure it is of high quality;
- All returners in the pilot will be provided with a report/certification detailing the support they have received throughout the pilot;
- The NCTL will conduct a national marketing campaign to encourage returning teachers to register with the NCTL and promote the Returners Engagement Pilot;
- School partnerships delivering the Returners Engagement Programme pilot will be required to participate fully in the NCTL evaluation of the pilot.

6. Criteria for grant funding

We are inviting School Direct lead schools, SCITTs, MATs, TSAs or HEIs from the north-west and south-east (a list of eligible local authority areas is on page 8) to apply on behalf of their partnership or network.

They will be applying to become a REP pilot lead school. Successful applicants will be granted start-up funding. They will also receive an additional payment for the subsequent employment of each returning teacher.

The lead school will be responsible for coordinating the programme and will be held accountable for the grant funding.

The pilot is aimed at teachers who are returning to teach secondary maths, physics and MFL. The predicted vacancies contained in the application should only be in these subjects.

Refer to sections 7 and 8 for an outline of the grant funding.

'Returners' are defined, for the purposes of this pilot as:

- Qualified teachers who are working in another sector outside of teaching but have had a teaching post in the past (it does not matter how long ago they left teaching);
- Qualified teachers who have previously taught in the independent sector and are not currently teaching;
- Qualified teachers who may have had a career break (this does not include those just returning from an official period of maternity leave);
- Qualified teachers who are currently supply teaching.

As the aim of the pilot is for returning teachers to gain employment within the school partnership, lead schools should base their cohort numbers on rigorous assessment of how many vacancies they have (or are highly likely to have) in maths, physics and MFL, in their partnership within two terms of completion of the programme training.

Returners are expected to receive employment within the partnership as a result of successful completion of their training.

As schools are not required to advertise vacancies publicly, the REP should be used as a vacancy filling exercise.

In order to apply, applicants must be able to demonstrate:

- They have a network of school contacts to ensure vacancies are available for returners at each cohort point.
- They can add more schools to their partnership throughout the duration of the course to ensure vacancies across their network can be filled by returner teachers.

A strong application will be one that provides:

- A robust plan for assessing the suitability and needs of the returner prior to the training;
- A clear plan for attracting suitable returners to their programme;
- Well evidenced plans for designing the support package they will offer, including: teaching experience; support with behaviour management techniques; up to date pedagogy; and guidance on assessment criteria and exam specification;
- A clear outline, based on workforce planning and an assessment of current or likely future vacancies, of how the partnership can ensure employment for the returner within a state-funded school in the

partnership;

- A clear demonstration of how the lead school, MAT, SCITT, TSA or HEI is supportive of part-time or flexible working.

Applicant organisations must be in the north-west or the south-east. For the purposes of this pilot, these regions are defined as the local authority areas described below. For further information please contact Returntoteaching.NCTL@education.gov.uk.

North-west	South-east
Blackburn with Darwen	Bracknell Forest
Blackpool	Brighton and Hove
Bolton	Buckinghamshire
Bury	East Sussex
Cheshire East	Hampshire
Cheshire West and Chester	Isle of Wight
Cumbria	Kent
Halton	Medway
Knowsley	Milton Keynes
Lancashire	Oxfordshire
Liverpool	Portsmouth
Manchester	Reading
Oldham	Slough
Rochdale	Southampton
Salford	Surrey
Sefton	West Berkshire
St Helens	West Sussex
Stockport	Windsor and Maidenhead
Tameside	Wokingham
Trafford	
Warrington	
Wigan	
Wirral	

7. Grant Funding – North-west

Programme element	Paid to	Unit cost (max)	Purpose	Trigger point for payment
Start-up and first cohort funding to each participating school partnership	Pilot lead	£2,000	To be used for design of programme, provision of subject specialists, creation of materials, resourcing, administrative costs, sourcing additional returners and to fund first cohort.	School signs grant offer letter and this is returned to NCTL.
Post-employment payment per employed returner	Pilot lead	£1,500	Funding contributing to continued support of the returning teacher, such as; enhanced induction, further CPD.	School confirms employment via receipt of proof of employment including contract / payslip. Returner confirms employment to RTTA.
Bursary for participating returners	Participating returners – (via participating schools, in addition to start-up funding)	Up to £600 (£150 / week)	The bursary is based on a flat rate to contribute towards the likely increased requirement of childcare provision, travel costs or if the returner will need to take time off work.	Schools will pay this to returners on a week by week basis and will be reimbursed the total bursaries amount at the end of the cohort. Payment is released when the school confirms, through management information, how many weeks the returner has attended. It is a flat rate of £150 per week – no receipting is required.

8. Grant Funding – South-east

Programme element	Paid to	Unit cost (max)	Purpose	Trigger point for payment
Start-up and first cohort funding to each participating school partnership	Pilot lead	£2,000	To be used for design of programme, provision of subject specialists, creation of materials, resourcing, administrative costs, sourcing additional returners and to fund first cohort.	School signs grant offer letter and this is returned.
Post-employment payment per employed returner	Pilot lead	£1,500	Pay towards continued support of the returning teacher, such as; enhanced induction, further CPD.	School confirms employment via receipt of proof of employment including contract / payslip. Returner confirms employment to RTTA.
<u>Additional</u> post-employment payment per returner employed on a part-time basis. ¹ (This is being trialled in the south-east)	Pilot lead	Up to £1,500	To support schools to develop new approaches to accommodate flexible working.	School confirms employment via receipt of proof of employment including contract / payslip. School provides indicative cost incurred by employing on a part-time basis. Returner confirms employment to RTTA

¹ This additional payment is being trialled in the south-east to provide a comparative analysis of the effectiveness of the payment in encouraging schools to provide part-time or flexible employment.

Programme element	Paid to	Unit cost (max)	Purpose	Trigger point for payment
Bursary for participating returners	Participating returners – (via participating schools)	Up to £600 (£150 / week)	The bursary is based on a flat rate to contribute towards the likely increased requirement of childcare provision, travel costs or if the returner will need to take time off work.	Schools will pay this to returners on a week by week basis and will be reimbursed the total bursaries amount at the end of the cohort. Payment is released when the school confirms, through management information, how many weeks the returner has attended. It is a flat rate of £150 per week – no receipting is required.

As part of the Government’s commitment to efficiency controls, applicants should be aware that there are restrictions on all paid-for communications, marketing and digital activities. While the NCTL will be running publicity at the national level to encourage returners to the profession, none of this grant should be used for the purposes of marketing this pilot locally. The controls relating to communications and marketing activity include printing, publications, events and PR.

All successful pilots will be required to submit evaluations of grant expenditure at the end of the grant cycle as assurance of expenditure.

Funding can only be released on the receipt of completed and signed Terms and Conditions, and is dependent upon submission of satisfactory progress reports.

9. Expectations of schools

Successful applicants will be required to:

- Attend a start-up meeting in the week commencing 6th March 2017;
- Assess returners' suitability when they are referred to the pilot;
 - *Returning teachers should attend an interview with the line manager of the role they will ultimately apply for within the partnership*
- Only recruit returners on a realistic and rigorous assessment of current and forthcoming vacancies in maths, physics and MFL;
 - *Returners should be recruited with the intention of employment upon completion of their training period*
- Only recruit returners who wish to return to teach maths, physics and MFL, and who are registered with the NCTL and have been referred to you via the RTTAs;
 - *Partnerships are also expected to source additional maths, physics and MFL returners to the programme, however must ensure these additional returners register with the NCTL prior to their training commencing*
- Provide support to recruited returners free of charge to the participant;
- Collate and submit participant data, including NCTL returner reference numbers;
- Provide case studies and participant feedback;
 - *These should be returned to Returntoteaching.NCTL@education.gov.uk, the NCTL reserve the right to use these for any future evaluation or marketing purposes*
- Participate fully in any evaluation to be commissioned by NCTL;
- Report against spend of the NCTL grant funding;
- Share effective practice and participate in pilot network meetings.

Upon successful completion of training, schools are expected to provide a teaching position (this can be part-time or full-time) in maths, physics or MFL within the school partnership, within 2 terms of completion of the cohort training.

10. Application guidance

- ✓ The pilot lead is responsible for coordinating a single application form with details of all schools involved. More schools can be added to the network later on, to ensure there are enough vacancies across the partnership to provide employment to all recruited returners.
- ✓ Applications must be submitted on the application form and emailed to Returntoteaching.NCTL@education.gov.uk
- ✓ Applications must adhere to the word count.
- ✓ Incomplete applications will not be accepted and will not be returned.
- ✓ The deadline for receipt of all completed applications is **5pm on 20th February 2017**. Any applications received after this deadline will not be accepted, even if the delay is due to technical difficulties.
- ✓ Applicant schools will be notified of the outcome in the week commencing 27th February 2016. Notification will be by email so please ensure you provide a monitored email address.
- ✓ Pilot leads are responsible for the grant funding, and for providing the NCTL with progress and final reports.
- ✓ The NCTL will not provide expenses for writing an application.

An assessment panel will assess each application form, against the criteria set out in section 11, using the pre-defined scoring matrix.

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
3	The response demonstrates sufficient evidence that the application meets this requirement
4	The response demonstrates sufficient evidence, and furthermore demonstrates additional appropriate evidence beyond that required
5	The response demonstrates multiple examples of evidence and demonstrates additional high value impact in this requirement area

11. Assessment criteria

Schools should provide evidence against the following criteria.

Question:	Evidence criteria:
<p>1. How will you ensure supported returners overcome barriers to employment?</p>	<p><i>Max 500 words.</i></p> <ul style="list-style-type: none"> ▪ Details of how you have assessed the need for each requested returner – how will you know where they are to be placed? How do you know what vacancies your partner schools have? ▪ Evidence of engagement with support initiatives such as subject knowledge enhancement, school experience and School Direct networks. ▪ Evidence of the types of mentoring, classroom experience and training available for returning teachers. ▪ Evidence of how the partnership supports (and will support) part-time and flexible working for returning teachers. ▪ Details of how you will ensure returners find employment as a result of the programme.
<p>2. Please detail the recruitment strategies you will use to encourage the registration of returner teachers to the Returners Engagement Programme.</p>	<p><i>Max 250 words.</i></p> <ul style="list-style-type: none"> ▪ How will you attract and recruit returners to the programme locally? ▪ How will you utilise channels you already have for communicating the programme to returners?

For any queries about the application requirements, contact

returntoteaching.nctl@education.gov.uk.

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