



Department
for Education

Return to teaching pilot

**Funding for the design and delivery of
school-led programmes to support
teachers returning from caring-related
career breaks**

Programme and Application Guidance

March 2018

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1. Summary

Schools in the West Midlands, the South East and South London are invited to apply for grant funding to help attract qualified teachers who have taken career breaks in order to care for others back into permanent employment. We are seeking applications from School Direct lead schools, Multi-Academy Trusts (MATs), Teaching School Alliances (TSAs) and School-Centred Initial Teacher Training providers (SCITTs) to lead delivery of the pilot on behalf of their wider school partnership or network.

Around half of those teachers who take a career break and leave the UK workforce never return to teaching. In the context of the overall challenge of ensuring sufficient supply and quality of teachers, we want to use this pilot to work with schools to attract these teachers back into the profession – and to test if the approach can be rolled out more widely.

For those who want to return, seeking to balance ongoing caring responsibilities with returning to the classroom means that a flexible role is often a necessity. A lack of confidence after extended time away from the classroom can also make people apprehensive about returning. Even where these barriers might not exist, there can be a perception that those returning will find it more challenging to develop their career and progress into middle or senior leadership.

We have designed a package of pre- and post-employment support that aims to overcome these barriers, and are inviting schools to apply for grant funding to put it into action. Not only will the support help schools to attract returning teachers to their vacancies, but it also will provide funding for this enhanced support. Furthermore, it will help to develop a leadership pipeline, enabling teachers who return to progress into middle or senior leadership positions if they wish, and addressing the career break penalty.

Funding can be used for a range of measures, as set out in section 6. Key amongst these are acclimatisation bursaries for returners to spend time in school prior to their formal start date; CPD vouchers; and funding for National Professional Qualifications – with money available to cover release costs.

The support package will be available to any eligible teacher who successfully secures employment in a participating school, up to a total of 50 participants across the pilot regions. Places will be confirmed upon receipt of a participant registration form from the lead school. Eligible teachers are those returning to teach an EBacc subject who have taken a break from permanent employment (i.e. have been out of contract) in order to care for others.

This is part of a number of initiatives across the public sector to help people return

to work after career breaks, which were announced in August 2017 by the Government Equalities Office.

We will work together with schools and participants to evaluate the effectiveness of our approach at the end of the pilot.

2. Key dates

Application round opens: 14 March 2018

Application round closes: 23 April 2018

Outcomes communicated by: 27 April 2018

Start-up meeting: 4 May 2018

3. Application form

The criteria that should be addressed in applications and the evidence that should be provided are set out in **section 9**. The application form may be found as a separate document published alongside this guidance, from 14 March 2018 when the application round opens.

4. 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 in London on 4 May (details to be confirmed). This meeting will be arranged and chaired by the Department to offer support with the planning and delivery of the programme, and for pilot schools to share best practice.

Returners will apply directly to provider schools for vacancies advertised in the normal way. Schools will be expected to advertise vacancies through their usual channels, highlighting the support package (full details in section 6) available through the pilot if an eligible returning teacher is successful in the recruitment process. Lead schools will have to demonstrate in their application how they will encourage returning teachers to apply for vacancies throughout the partnership/network of schools. Schools will then interview the returner, alongside any other candidates, through their own processes and report all returner interest in EBacc vacancies to the Department.

The Department will run some regional targeted marketing in the pilot regions to raise awareness of the pilot with eligible potential returners. Returners will be able to register their interest via the Get into Teaching website, and will be provided with

support in developing and submitting applications for vacancies in pilot schools. Lead schools will be asked to provide details of vacancy adverts across the school partnership/network as they arise so that these can be cascaded to registered eligible returners on a regular basis.

Returners will not be required to register via Get into Teaching to access the pilot; some may apply directly to schools themselves for vacancies advertised through local channels.

Returners who successfully secure employment will be eligible to access the support package as detailed in Annex 1. Schools should work with successful returners to develop an appropriate package of pre- and post-employment support, including internal and external CPD, depending on their development needs and career progression plans. Details of the funding available are specified in section 6 below.

Through the pilot and its evaluation, we aim to gather evidence about the most effective ways to support returning teachers back into the profession following a career break for caring responsibilities. Our intention is to support returning teachers back in to permanent teaching positions (either part time or full time).

5. Criteria for grant funding

We are inviting School Direct lead schools, SCITTs, MATs or TSAs from the West Midlands and the South-East and South London regions to apply on behalf of their partnership or network.

They will be applying to become a pilot lead school and will be granted coordination funding. This will be split into two payments:

- one to be made in May 2018 to begin to work with partnering schools and networks to develop the programme; and
- the second instalment triggered by the subsequent employment of the returning teacher/s to supplement mentoring and internal support costs.

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 EBacc subjects. The estimated vacancies contained in the application should only be in these subjects.

Refer to section 6 for an outline of the grant funding.

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

- Qualified teachers who have previously been employed as a teacher in the English state secondary sector, but are not currently in a permanent teaching role in the state sector.

This pilot is targeted specifically at ‘out of contract’ teachers who have taken a career break – of any length – to focus on caring responsibilities, and who are now looking to return. People who have taken a career break, but are still in contract (e.g. those who are returning from an official period of maternity, paternity or shared parental leave) are not eligible for this pilot.

A strong application will be one that provides:

- A clear demonstration of how the lead school, MAT, SCITT or TSA is supportive of part-time or flexible working;
- A robust plan for assessing the development and career progression needs of the returner;
- Well-evidenced plans for designing the support package they will offer, including mentoring and identifying suitable internal and external CPD;
- A clear outline of workforce planning and an assessment of current or likely future vacancies, which could be filled by returning teachers;
- A clear plan for attracting suitable returners to their vacancies;

Applicant organisations must be in region of the West Midlands or South London and the South East; for the purposes of this pilot these are defined as the local authority areas described below. For further information, please contact Returntoteaching.NCTL@education.gov.uk.

South London & South East: Bexley; Bromley; Croydon; Greenwich; Kingston upon Thames; Lambeth; Lewisham; Merton; Richmond upon Thames; Southwark; Sutton; Wandsworth; Brighton and Hove; East Sussex; Hampshire; Isle of Wight; Kent; Medway; Portsmouth; Southampton; Surrey; West Sussex

West Midlands: Cheshire East; Cheshire West and Chester; Birmingham; Coventry; Dudley; Herefordshire; Sandwell; Shropshire; Solihull; Staffordshire; Stoke-on-Trent; Telford and Wrekin; Walsall; Warwickshire; Wolverhampton; Worcestershire

6. Grant Funding

The funding is split into two parts: coordination costs which will be paid to the lead school to coordinate delivery of the pilot across the partnership/network; and per-

participant costs which will be paid in arrears for each aspect of the support package accessed by the returner.

Coordination funding (per pilot lead school):

Programme element	Paid to	Unit cost	Purpose	Trigger point for payment
Coordination cost	Pilot lead	£5,000 per pilot lead school	To be used for design of programme, provision of subject specialists, creation of materials, resourcing, administrative costs.	Split into two payments: £2000 when school signs grant offer letter and this is returned; £3000 following confirmed employment of returner(s), evidenced by employment contract(s)

Support funding (per returner)

Programme element	Paid to	Unit cost (max)	Purpose	Trigger point for payment
Acclimatisation bursary	Participating returners – (via pilot lead school)	Up to £400 per returner (£200 per week – maximum of 2 weeks)	To allow returners to spend time in their employing school before their contract commencement, to familiarise themselves with the school and department.	Schools will pay this to returners on a week-by-week basis, and will be reimbursed the total bursaries amount on return of an invoice. Schools must also send a copy of an offer of employment letter. Returners are only eligible for a bursary if they have received an offer of employment.
NPQ	Pilot lead	Up to £1,300 per returner accessing this support	To allow returners to access development opportunities to support career progression into middle/senior leadership	School pays for NPQ and then invoices the Department to claim in arrears for costs

Programme element	Paid to	Unit cost (max)	Purpose	Trigger point for payment
Professional body membership	Pilot lead	Up to £100 per returner accessing this support	To allow returners to access resources and networking events provided by professional bodies – supporting curriculum knowledge development	School pays for membership and invoices the Department to claim in arrears for costs
CPD voucher	Pilot lead	Up to £1000 per returner accessing this support	To allow returners to access support identified as suitable for their needs – e.g. subject-focussed, career development-focussed or transition-focussed	School pays for CPD and invoices the Department to claim in arrears for costs
Release time costs	Pilot lead	Up to £150 per returner, per day released, for up to five days	To reimburse schools for release costs allowing returners to attend training or networking events	School invoices the Department to claim in arrears for costs incurred by releasing returners

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 Department will conduct some marketing activity at a regional level to encourage returners to the profession, none of this grant should be used by pilot schools for the purposes of marketing this pilot locally. The controls relating to communications and marketing activity include printing, publications, events and PR

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

Eligible participants are those taking up employment in participating schools with a

start date between 1 September 2018 and 15 January 2019. Support must be taken up in the academic year 18/19, and the deadline for final invoices for reimbursement of support costs is 31 August 2019. For any CPD programmes which the returner is accessing which take place over a number of weeks or months (including an NPQ), the course must have started before 31 August 2019.

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

7. Expectations of schools

Successful applicant lead schools will be required to:

- Attend a start-up meeting in London on 4 May 2018
- Show a commitment to promoting flexible working within their school partnerships;
- Carry out all necessary background checks on participants in line with normal pre-employment processes (these costs will not be reimbursed);
- Support those out-of-service teachers of EBacc subjects with their transition back into the classroom;
- Provide support to recruited returners free of charge to the participant;
- Collate and submit participant data, including Teacher Reference Numbers and DfE returner reference numbers (where applicable);
- Provide case studies and participant feedback;
 - *These should be returned to Returntoteaching.NCTL@education.gov.uk; the Department reserves the right to use these for any future evaluation or marketing purposes*
- Participate fully in any evaluation to be commissioned by the Department;
- Report against spend of the grant funding;
- Share effective practice and participate in pilot lead catch up meetings.

8. Application guidance

- The pilot lead is responsible for coordinating a single application form with details of all schools involved.
- 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 23 April 2018**. 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 by **27 April 2018**. 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 Department with progress and final reports.
- The Department will not provide expenses for the work that has gone into writing an application.

An assessment panel will assess each application form, against the criteria set out in section 9, 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 furthermore demonstrates additional high value impact in this requirement area

9. Application assessment criteria

Schools should provide evidence against the following criteria:

Question:	Evidence criteria:
<p>1. What will you be able to offer returning teachers who want to work flexibly?</p>	<p><i>Max 250 words</i></p> <ul style="list-style-type: none"> <i>Details of any flexible working policies in place, and any current examples of flexible or part-time working already in operation across the lead school and other partnership/network schools</i> <i>Evidence of how the partnership/network supports or will support returning teachers who wish to work flexibly/part-time.</i>
<p>2. Which recruitment strategies will you use to encourage eligible returning teachers to apply for vacancies across your school partnership/network?</p> <p>The Department's central communications team may seek further details from you on your planned recruitment strategies if your bid is successful</p>	<p><i>Max 250 words</i></p> <ul style="list-style-type: none"> <i>Details of how you will coordinate EBacc vacancies across the school network/partnership which are suitable for returners;</i> <i>Details of how will you attract and recruit eligible returners locally;</i> <i>Details of how you will utilise channels you already have across your partnership/network for communicating the support available to returners.</i>
<p>3. How will you ensure supported returners overcome barriers to returning to the classroom and can progress in their careers?</p>	<p><i>Max 250 words</i></p> <ul style="list-style-type: none"> <i>Details of how the school will assess returning teachers' current development needs and future career progression goals;</i> <i>Details of the internal support that the returner will receive to support their transition back into teaching and their future career development.</i>

For any queries about the application requirements, contact

returntoteaching.nctl@education.gov.uk.

10. Annex 1: support package outline

Where activities are funded, the maximum funding level is set out in section 6.

Activity	Benefits to the returning teacher	Provider
Pre - employment support		
Flexible working	Work life balance: commitment from the employing school to support part time/ flexible working.	Employing school
Acclimatisation	Supported transition back to the classroom: period of acclimatisation (up to 2 weeks) in a classroom to observe, with a bursary available.	Employing school
Teacher Subject Specialism Training (TSST)	Updated subject knowledge: access to TSST, available in secondary mathematics, core maths, physics and MFL.	Local TSST provider
Post - employment support		
Mentor	Supported transition back to the classroom: the partnership will provide a career mentor who is in middle or senior leadership.	Staff member within employing school or school in the wider partnership/ network
Career coach through Women Leaders in Education (WLE)	Career progression: access to a coach to give an independent perspective and support to develop career potential, regardless of having a career break. Only women returners are eligible for this support.	Teaching Schools' Council with WLE team in DfE
Women Leaders in Education (WLE) regional network membership	Confidence building: access to WLE regional network support, including training and networking events for women who would like to progress. Female returning teachers can meet others in similar circumstances, to share experiences and good practice.	Regional leads for WLE networks
Professional Body membership	Professional development: funding for membership of a relevant professional body or the Chartered College of Teaching. Subject associations offer classroom resources, access to subject knowledge training and events.	Relevant professional body
CPD voucher	Professional development: funding to access CPD courses according to need, and funded release time for relevant external CPD.	External CPD providers according to returners' needs
National Professional Qualification (NPQ)	Leadership and career progression: funding to enrol on an NPQ (ML/SL) to achieve a recognised qualification in middle or senior leadership and accelerate the returner's potential to progress. Subject to agreement between returner and employing school.	NPQ providers



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