



Bright Futures Partnership with Teach First for National Professional Qualifications

Teaching School Hubs (TSHs) have a remit and role to deliver the National Professional Qualifications (NPQ). To achieve this TSHs must partner with one of nine organisations that have been accredited by the Department for Education (DfE) as a Lead Provider (LP).

We take our roles as a TSH in Trafford and Salford, and a TSH in Manchester and Stockport extremely seriously and this is evident in our due diligence when selecting our LP. We already have a working relationship with a national provider and it would have been straightforward to continue that relationship, but **we have a responsibility to all schools across our Hub areas** to get this right and to ensure we are living out the seven principles of Public Life (the Nolan Principles). We undertook a robust due diligence process on all nine accredited LPs to ensure there was a clear rationale around our LP of choice.

Did you know...?

- Only TSHs have gone through a rigorous and robust process with the DfE to be designated as the NPQ delivery arm, removing the risk for schools.

Bright Futures Teaching School Hubs' rationale for identifying both strengths and possible limitations of LPs

LP Characteristics

- Mission and values (alignment to Bright Futures TSH values and strategic aims)
- Unique selling points
- Central Team capacity/capability
- Key personnel/day-to-day contact
- Quality and track record

Funding and Accountability

- Delivery Partner (DP) accountability to LP
- DP risk
- DP funding
- Contractual Ts and Cs
- Escalation routes

Delivery Model

- Core elements of Delivery Partner (DP) role
- Flexibility of DP role (at the start/over time to enable programme adaptations to meet need)
- Quality of programme design

Scale and Coverage

- Seeking/offering specialist expertise
- Allocation of participant numbers, matching size and scale of the Hub areas
- National/regional coverage



Why we chose Teach First

- **Experience** in NPQ delivery, accredited NPQ provider for several years with **excellent feedback** from programme members and, therefore, a strong and **proven track record in leadership development**
- Experience of working with school networks within the sector and across sectors to support leaders in schools - they currently work with over 1,700 schools, **demonstrating a capacity to work at scale**
- Opportunity for **local tailoring and relationship building** e.g. curriculum designed flexibly to specifically support different schools
- Track record of **supporting schools in disadvantaged communities** with Initial Teacher Training (ITT), Early Career Framework (ECF) and NPQs
- **Experience** of working with a range of sectors e.g. Special/Alternative Provision, ensuring we embed SEN, and across all age ranges so we can make our offer age-phase bespoke
- Offering a **flexible and personalised approach** for programme members
- Offering Delivery Partners (DPs) a support role in **Curriculum Design** feeding into the quality of the programmes
- Offering DPs a role in **Programme Delivery** with training and support for facilitators
- Its programme benefits include:
 - broadening and deepening expertise in specialist areas
 - providing high-quality, evidence-led training designed by education experts and school leaders
 - strengthening leadership and culture
 - offering flexible training that fits around DP schedules and Programme Members' prior knowledge

If you are thinking of using a different provider, you should consider the following:

- What does the programme content and rationale look like and how has it been developed?
- What reassurances are there for programme materials to be exemplified and contextualised in order to reflect school and local need/s?
- No one teacher is the same, what opportunities are there for programme materials to be tailored to individual need/s?

