**International Teacher Recruitment – Expansion to School-Led Networks to recruit qualified teachers from countries from Non-European Economic Area (EEA) Countries.**

**Expression of Interest Document**

**Background**

The Department for Education (DfE) is committed to ensuring that schools are able to recruit appropriately to fill their teacher vacancies. We are working to grow a strong pipeline of teachers from within England and have a package of measures in place to support both domestic recruitment of trainees and retention of existing teachers.

In March 2015, the government announced a major push to recruit more, and raise the status of, maths and physics teachers in England up to 2020. The package of measures known as the STEM programme will boost the skills of current teachers; attract more maths and physics teachers in England; support schools in recruiting overseas-qualified teachers; and help returning teachers and career-changers into profession.

Whilst the vast majority of teachers are recruited by schools domestically from England, the DfE recognises that schools have always been able to recruit teachers from overseas and the valuable contribution made by internationally trained teachers, particularly in some subjects and the new pedagogical knowledge they bring.

Outstanding teachers are in demand across globe, and where schools wish to recruit from overseas the DfE wants to ensure they are able to do so.

The DfE’s International Teacher Recruitment Strategy aims to support schools in recruiting qualified teachers in shortage subjects from overseas into English secondary schools, where schools choose to, from those countries whose education standards are as high as our own.

**About the grant**

In May 2016, the DfE appointed two school-led networks to pilot recruitment of maths and physics teachers from non-EEA countries, with the initial period running to 1st September 2017. The pilot was extended for a second year to run until 30th September 2018.

The current scope of the non-EEA networks is to target recruitment from the following countries:

i) Australia

ii) Canada

iii) New Zealand

iv) USA

The DfE are working with the Teaching School Council (TSC) to expand the STEM international teacher recruitment programme to expand reach across the country and provide an additional supply route within the regions, with the aim of international teachers commencing in post from September 2018 onwards.

The DfE is providing grant funding to deliver this expansion, and TSC South West are looking to appoint one/ two teaching school-led networks to deliver the programme in our region. The lead schools will be expected to work with a maths hub(s) in their region.

*Please note that there may be crossover within the region where the existing school-led networks have placed/are recruiting teachers.* One of the pilot networks operating primarily across the South East of England, Quantum scholars, have offered to work with the new regional networks to share good practice and lessons learned and support the new networks in developing their regional programme. To facilitate this an event will take place in London on 17 April 2018 and successful regional international STEM network leads will be expected to attend.

Grant funding will be available to the successful teaching school network to provide a support package for international teachers moving to England. **There is a target of 20 international maths and physics teachers to be provided acclimatisation services within your region for the academic year 2018/19.**

**The Funding model will include:**

* A one-off payment to the school-led networks to cover the cost of set up and co-ordination between the participating schools via the TSC. This will also include marketing the DfE offer within the said region and further afield if required. This will be a fee of **£40k per network**.
* Further grant payments of **£2,400** for each teacher placed will be made to provide acclimatisation support and further CPD to the school networks. This will be paid upon the commencement of employment.

**Overall purpose, objectives, target audience and eligibility**

The programme will focus recruiting and providing acclimatisation support to teachers with broadly similar educational standards to England. The main target countries will be USA, Canada, New Zealand and Australia, which have automatic QTS equivalency. The support package will aim to reduce the burden of the transition on candidates and help them prepare for teaching in England.

The objectives of the programme are:

* Recruitment - continued support throughout the year to ensure schools are able to fill gaps within their supply pipeline. To provide a matching service to schools to ensure the right candidate is sourced to fit the schools requirements.
* Transition – to support international teachers during the initial phase and then provide insight and guidance on the curriculum and generic support such as applying for national insurance numbers and registering with the GP etc. To also provide teachers with a residential event prior to them commencing employment that includes but is not limited to information relating to the English curriculum, pedagogy and behaviour management.
* Retention – to support teachers to remain in post once they start working in England.
* Ongoing Support - to ensure the provision of quality teaching and further enhancement of teacher’s skills, CPD support will be available throughout the first year of teaching.

The programme is open to teachers regardless of experience as long as they have QTS equivalency. We expect most candidates to be sourced via the big four countries with QTS equivalency.

The DfE will market and promote the programme nationally and details from interested international teachers who register their interest through the DfE’s Get into Teaching website will be passed immediately over to the school-led networks. The TSC will help with the set up and promotion of DfE’s offer to ensure we reach as wide a target audience as possible.

There will be a requirement for the TSC and school-led networks to promote other DfE international initiatives such as Spain’s Visiting Teacher’s Programme (SVTP). The SVTP is focused on placing MFL teachers and further information can be found on this [link](https://www.gov.uk/guidance/spains-visiting-teachers-programme): <https://www.gov.uk/guidance/spains-visiting-teachers-programme>.

**Recruitment agency partners**

The school-led networks will work in partnership with recruitment agencies appointed by the DFE via their international teacher recruitment commercial framework. The recruitment agencies will source, match and place suitable teachers in English schools. The hiring school will have the final say on whether to recruit the candidates identified by the recruitment agency, ensuring schools are involved in the decision making process. All hiring schools will be expected to sign up to a service level agreement provided by the DfE. All stakeholders will work in partnership with one another to ensure a smooth journey takes place for both candidates and schools.

The **recruitment agencies** will work in partnership with the school networks in each region and will offer the following services:

* Sourcing and matching the candidates
* Visa support and guidance
* Completing checks (DBS)
* Sifting candidates
* Arranging interviews
* Providing support and advice

The **school led-networks** will provide additional capacity to schools to enable them to have confidence in recruiting internationally by:

* **Designing and delivering an acclimatisation and CPD programme** to support hiring schools and teachers once recruited
* **Building relationships**,being the conduit and adding value with partner organisations (e.g. recruitment agencies, maths hubs, schools with vacancies, overseas institutions).
* **Identifying vacancies** through informal school channels thereby saving advertising costs and referring directly to the recruitment agencies to fill the vacancy.
* **Vetting of candidates** – following the initial sift of candidates by the recruitment agency, the network provide a further enhanced vetting interview (pedagogy, subject knowledge, commitment, behaviour management, resilience) with the candidates, ensuring high quality candidates selected for the programme and appropriate matches to schools
* **Expectation setting** – clearly outlining what it is like to work in a school in England. Making prospective teachers aware of the level of expectation placed on them e.g. form tutor, Prevent, pastoral support, marking, behaviour management
* **Matching service (schools)** – working with local schools to understand their needs/requirements from a teacher
* **Matching service (teachers)** – working with international teachers to understand their reasons for wanting to work in England, where they would like to be located and ensuring that (where possible) these are met

**The recruiting schools will be expected to pay for the visa costs only and the DfE will fully fund both the recruitment and acclimatisation services.**

The successful lead school in each region will be accountable for the grant spend and assurance.

The anticipated timelines for the expansion of the school-led networks are:

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| **Activity** | **Development of Non-EEA International School-Led Network** |
| Invitation to Bid open | Wednesday 14th March |
| Invitation to Bid closed | 12noon on Wednesday 28th March 2018 |
| Bidders notified | Week Commencing 9th April 2018 |
| National Kick Start meeting | Tuesday 17th April 2018, London |
| Action plans submitted to TSC | Friday 4th May 2018 |
| TSC feedback/ sign off action plans | Friday 11th May 2018 |
| Delivery | Mid-April 2018 onwards |
| MI reports to DfE | Monthly |
| First acclimatisation events to take place | August 2018 |
| First recruited teachers in post | September 2018 |

**How to apply**

For questions or to apply please send an expression of interest using the form below to [International.TEACHERRECRUITMENT@education.gov.uk](mailto:International.TEACHERRECRUITMENT@education.gov.uk). **by** **12noon on Wednesday 28th March 2018**.

**Expression of interest**

*Please answer every question.*

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| **TSC Region** |  |
| **Name of lead Teaching School and other schools/organisations in the proposed school-led network** |  |
| **Lead School URN** |  |
| **Maths Hub** |  |
| **Teaching School Lead contact details**  **(Name, e-mail address and telephone)** |  |

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|  | **Question** | **Look Fors** |
| **1.** | **Support**  Please provide details of the full package of measures that would be implemented to ensure all international teachers recruited through the programme receive an appropriate level of support, from the initial engagement in the process through to ongoing CPD and mentoring once in post.  (300 words maximum) | * ‘Bridging the gap’ between overseas education systems and working in English schools. * Partnership working with key stakeholders (e.g. Maths Hubs, Institute of Physics, recruitment agencies) to enhance the knowledge of international teachers recruited. * Development of a complete package of support to acclimatise and develop international teachers once recruited. |
| **Question 1 response:** | | |
| **2.** | **Demand**  Please provide details of how the network will work with stakeholders to identify demand within the region and how you will market the programme to generate further awareness and demand.  (300 words maximum) | * Plans to develop and enhance relationships across the region to understand the local recruitment requirements of schools in the region. * Defined plans to promote the programme to schools within the region, selling the benefits and mitigating negative perceptions of international recruitment within schools. * Contribution to demand generation via existing relationships with schools. * Partnership working with recruitment agencies to identify and generate demand. |
| **Question 2 response:** | | |
| **3.** | **Delivery**  Please provide details of how the network will mobilise the project in order for international teachers to commence teaching in English schools from September 2018 onwards.  (300 words maximum) | * Clear plans setting out the capacity to deliver to time and quality. * Engagement plan with key stakeholders to deliver the model successfully. * Details of risk management / mitigation planning to address recruitment and retention issues. * Lessons learnt from previous similar experience. |

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| **Question 3 response:** | | |
| **4.** | **Success**  What do you see as the key success criteria for the school-led network and what are the approaches you recommend to achieve this success?  (300 words maximum) | * Support package to familiarise/orientate international teachers to living and working in England. * Details of the mentoring support that will be provided throughout the year. * Retention rates of high quality candidates and how to achieve this. * Collaborating and working with key stakeholders including the DfE, TSC and commercial providers. |
| **Question 4 response:** | | |
| **5.** | Please confirm that you have the capacity to deliver this work within the timelines: | |
| I confirm that the network has the capacity to deliver this work | | |

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| **6.** | Please confirm that a representative from the lead school is able to attend the national kick-start meeting on 17th April 2018. |
| I confirm that a representative from the lead school is able to attend the national kick-start meeting on 17th April 2018*.* | |