

Interim- Recruitment Pack
for Principal Adviser
and
Programme Team Leader

Assignment Brief

The Foundation is looking for a number of experienced and innovative consultants to support the initial activity of its commissioning priorities. It is seeking support with two positions:

- Interim Principal Advisers x3
- Interim Programme Team Leader x3

In the first instance the Foundation is looking for Principal Advisers and Team Leaders for each of the following areas:

- Professional Standards and Qualifications; Teaching, Learning and Assessment
- Vocational Education and Training
- Leadership, Management and Governance

For up to 3-5 days per week until the end of October 2013. The positions are London based in the Foundation's Office and to start as soon as possible.

Background information on the Education and Training Foundation is enclosed.

Replies to Steve Poland at steve.poland@etfoundation.co.uk with CV's and details of terms of engagement by Friday 9th August 2013.

Role Description

Programme Team Leader

Role Purpose

To lead the Programme Support Team providing support for the Foundation's Commissioning Panels

Responsibilities

To support the aims of the Education and Training Foundation to support Colleges, Providers and Employers to:

- Ensure the best possible learner experience and outcomes
- Enhance the reputation of the sector
- Share rapidly best practice in relation to workforce and workforce development
- Make the Learning and Skills sector an attractive place to work so that it can recruit and retain the best staff
- Promote and champion equality and diversity across the sector

To co-ordinate and motivate the relevant teams and manage the Foundation's resources effectively and efficiently

To work creatively with a range of different stakeholders to promote and enhance the work of the Foundation

To support collective leadership, knowledge sharing and relationship building across the organisation and the sector

Particular to this post

To lead the Programme Support team responsible for providing comprehensive administrative, research and project management support services for the Foundation's Commissioning Panels.

To support the work of the Foundation's Commissioning Panels in commissioning work, administering submissions, and working with programme advisers and assessors to ensure that what is delivered meets expectations;

To write a range of papers and reports for the Commissioning Panels, BIS and the Foundation Board;

To support arrangements for investigating sector needs;

To support the management of commissioning and contracting arrangements and quality assurance processes;

To ensure the effective co-ordination of projects within the areas of responsibility;

To support frameworks and collection methods for monitoring management information and impact measurement;

To keep up to date with relevant developments both inside and outside the sector;

To ensure that all Programme Support tasks are delivered effectively and to agreed deadlines;

Such other duties commensurate with the role which may be required from time to time (NB there may be a need to reshape or re-scope this role as operational requirements are clarified)

Role Description

Principal Adviser

There will be three part-time Commissioning Chairs who will be responsible for convening and chairing the Commissioning Panels for Professional Learning, Vocational Education and Training, and Governance, Leadership and Management. They will be leading figures in the sector with experience at senior level.

Commissioning Chairs and Panels will be supported by a Principal Adviser; administrative support will come from Programme Support Teams. There will be a strong contracting and procurement function.

The commissioning Chairs will be responsible for chairing the expert Commissioning Panels, advising the CEO and Board, translating Foundation priorities into operational programmes, signing off commissioned work and monitoring outputs.

Each of the Commissioning Panels will be supported by Principal Advisers who will provide expert advice and support to the Chair and the Commissioning Panel. They will have substantial experience of the sector, be experts in their fields and will have sector experience at Senior Executive/VP/Senior HMI level.

Role Purpose

To advise the Commissioning Panels and Senior Managers on the priorities and actions necessary to provide, through the sector, innovative and effective workforce development strategies and initiations. To ensure the delivery of programmes meets the expectations of the panel.

Responsibilities

Create and advise the panel on leading-edge national strategies which fulfil the requirements of the delivery plan.

Provide as required the commissioning Chair with research evidence and sector data which underpins the work of the expert panel.

Ensure that the expert panel are fully appraised of the context for their decision making in terms of recent national policy changes and their implications.

Ensure that all proposals which reach the panel are robust and sensitive to the Foundation's ambitions.

Work with partners to design and specific programmes for which Commissioning is necessary.

Take the ideas and specific actions from the expert panels and design and implement appropriate innovative specifications and outcomes.

Build in appropriate checks and balances on the nature and scope of the work to be commissioned.

Work with the Programme Support Teams to deliver programmes endorsed by the expert panel.

The Education & Training Foundation

Information Pack

Background of the FE Guild/ Education and Training Foundation

The thinking that underpins the concept of the Foundation and the principles it has since adopted can be found in the earliest articulation of the Coalition Government 'reform' programme started in 2010. It is often said that one of the aims of Coalition policy on adult skills was to follow **one strategy** and **one funding plan** for the duration of the Parliament.

The **strategy**, *Skills for Sustainable Growth* (November 2010) and the **funding plan**, *Investing in Skills for Sustainable Growth* (November 2010) cover the period 2011-15 and set a clear direction of travel that subsequent documents elaborate on or seek to implement. The suite of 'reform plan' publications under the heading *New Challenges, New Chances* and

the *Skills Funding Statement 2012-2015* are there, ostensibly at least, to implement strategy rather than develop it.

The July-October 2010 'consultation on the future direction of skills policy' has all the themes we have since become familiar with: the importance of skills to the economy, the need for a more responsive system, putting choice in the hands of informed consumers—be they employers or individuals—and a recognition of the breadth and diversity of a sector that delivers on both economic and social outcomes, often at the same time. Skills Minister John Hayes's Foreword also alludes to 'rediscovering craft' something that can perhaps be applied, in retrospect, as much to how professionals learn as well as students.

The Lingfield Review and the announcement of an FE Guild.

As a practical response to the issues raised by Lord Lingfield in his report of March 2012, BIS officials developed a paper that went to the FE and Skills Ministerial Advisory Panel, a senior stakeholder group chaired by John Hayes, in early July 2012. The minister concluded from these discussions, as is reported in the Guild Prospectus that there was an 'an appetite for a modern guild type approach in the sector.' The same meeting discussed the possibility of Chartered Status for learning providers, something that will come up in the future development of thinking around the role of the Guild and the Foundation

Minister Hayes's vision in prospectus was of 'a Guild ...providing the means for the sector to take forward outcomes from Lord Lingfield's final report, due to be published in September, as well as outcomes later in the year from the Learning and Skills Improvement Service (LSIS) review of teaching qualifications and from the Commission on Adult Vocational Teaching and Learning.' Therefore the Guild was always seen as bringing together a number of policy streams as part of 'a radical reform programme'.

It was stressed that the Guild needed to be 'an employer-led partnership and provide a focal point for all FE and Skills sector interests in taking forward the professionalism flowing from the Lingfield Review.' The document also outlined 'key functions and features' that the Guild would be *likely to include*, such as

'acting as an overarching body with end to end responsibility for professionalism and vocational education across the sector, including to:

- own professional standards and codes of behaviour for members;
- develop appropriate qualifications for people working in the sector through which people can progress;
- support individual, subject specific and corporate CPD;
- working at a strategic level to help bring in expertise across the sector; and
- support employer recognition of professionalism;

‘offering institutional and individual membership, both of which would be on a voluntary basis:

- corporate membership of the Guild, entailing commitment to standards of workforce professional development and qualifications.
- for the individual there would a strong emphasis on support development and progression through high impact CPD fully recognised and linked to additional higher level qualifications at level 5 and 7;

‘seeking to **enhance the reputation and status of the sector** as a whole through providing a single, collective focus for raising standards of professionalism and being a custodian of excellence. Again, this would be closely linked to individual colleges and providers being able to obtain ‘Chartered’ status as a public stamp of recognition;

‘an employer-led partnership drawing in employee representative organisations and sector bodies concerned with workforce development.’

Sector bodies met almost immediately at a meeting convened to by AoC and AELP to discuss a sector-wide proposal to be developed over the summer. The bid needed to be submitted by mid September 2012. At initial meetings there was unanimous support for a whole sector approach, not just to best deliver the important work of the Guild but as a ‘statement of intent’ that the sector was mature enough to manage its own affairs.

The proposal led by the AoC and the AELP won the competitive tender to develop the Guild model, and significantly this was announced at the launch of the final report of the Lingfield Review, *Professionalism in Further Education*, on 23 October 2012. New skills minister Mathew Hancock referred to ‘a guild that will support and enhance the professional standing of those who teach in further education.’ On reporting the Lingfield report, the BIS website referred to its ‘endorsement’ of the concept of an FE Guild.

A key consideration for the foundation is recognition of the **diversity of the sector**: ‘varied in purpose; very large in terms of overall size; ranging across public, private and charitable organizations from the small and specialized to, increasingly, big educational businesses with national and international reach; and dependent for its quality on the creativity, confidence and sense of professional self-worth of nearly 200,000 teaching staff.’

In terms of workforce diversity, there is the recognition, too, of the high levels of part time staff. The issue of **dual professionalism** is referred to, as is the importance of professional updating in this context.

Professional identity was also felt to be recognizable but not as robust as in some other sectors for example Higher Education. Part of this was linked to the identity of the FE sector as a whole, and its diversity. However, there is also the link with the concept of **dual identity** in HE where professionals regard themselves as **teachers and learners simultaneously**. The key is for the sector is to better understand its status and ‘take full advantage of greater autonomy. The proposed FE Guild gives an opportunity to underline the sector’s unity whilst still recognizing its diversity.

An **FE Covenant**, Lingfield feels, would provide a 'code of professional conduct and those many other matters of mutual interest across the sector which transcend anything that readily can be agreed between the individual employer and its staff. *We see the Covenant as an important means towards securing the success of a Guild and something to which all Guild members should formally consent.*' Having said that, Lingfield supports the approach of Government to date—'consensus rather than coercion'—as the most effective means of achieving this. The guild is described by Lingfield as 'innovative' and in line with the general policy approach of 'letting go'.

'The Foundation Way'

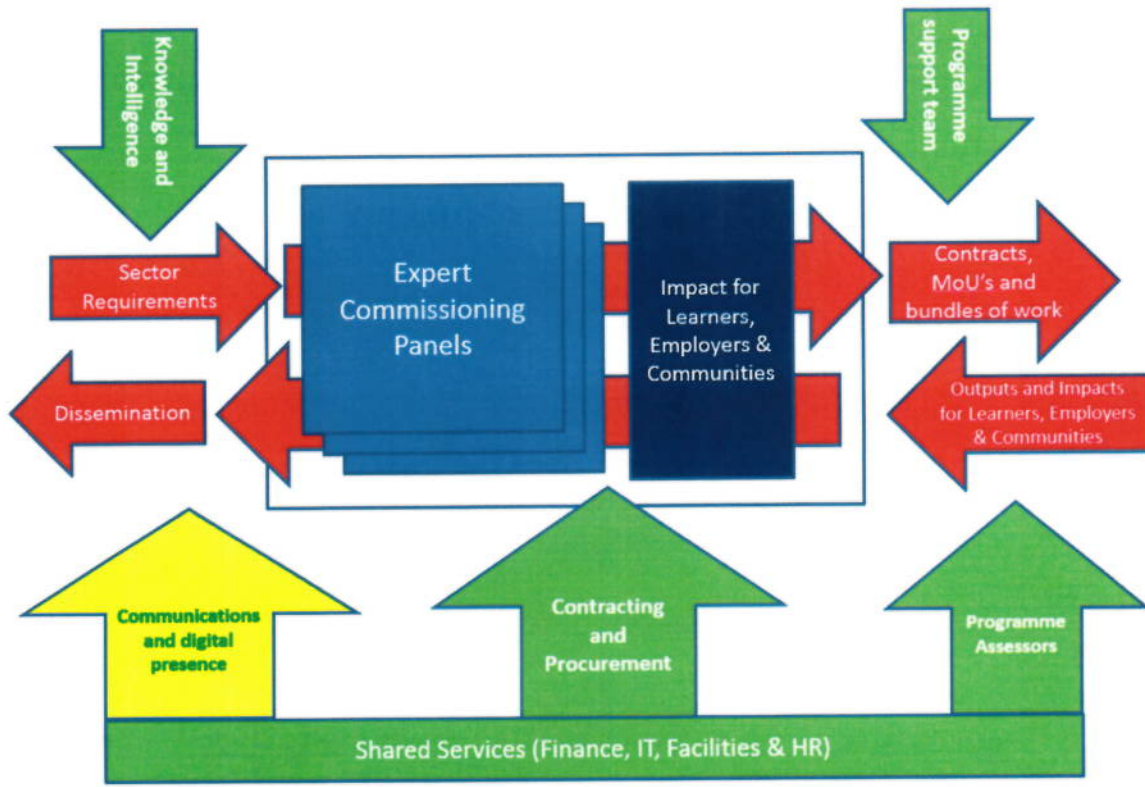
The Education and Training Foundation was incorporated on 22nd May 2013. Sir Geoff Hall was appointed Interim Chief Executive in June 2013 and the Board was formally appointed on 9th July 2013.

Through the Formative stages of the Guild- Foundation there has been a strong desire to differentiate the way that the Foundation will operate from its many predecessor organisations.

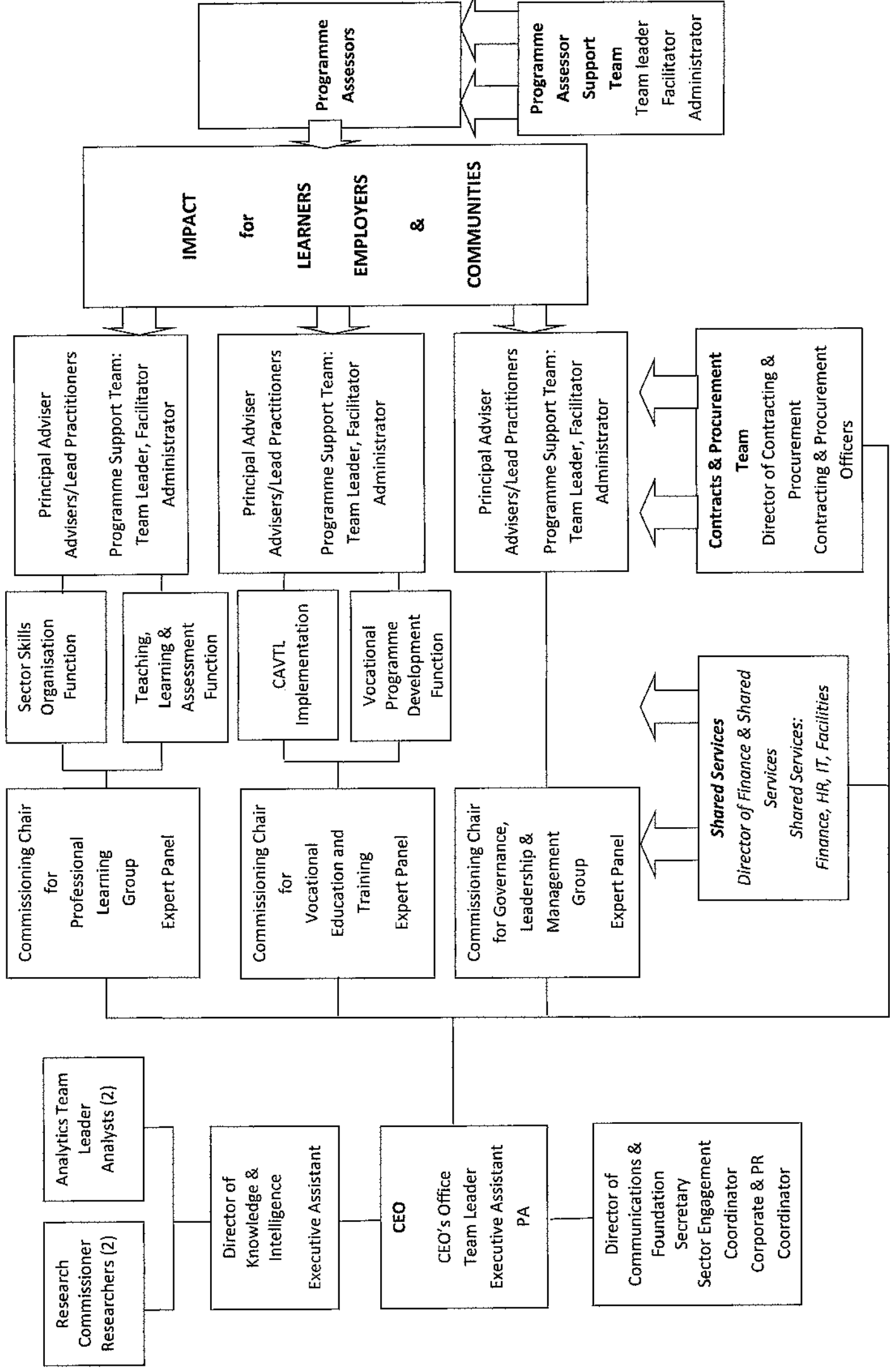
The key components

- Specialist Panels chaired by senior sector people and advised by acknowledged sector experts and leading practitioners who will identify large scale programmes likely to achieve the desired outcomes and impact; and the organisation/bodies capable of delivering such programmes.
- This will be followed by a rigorous procurement and contributing process to ensure robust arrangements that can satisfy public value tests.
- A team of highly respected Programme Assessors will be drawn upon to monitor and evaluate programmes to ensure that they are achieving the impact included and are likely to detail the contracted outcomes; and that lessons can be learned and disseminated to the sector.

Business Model July 2013

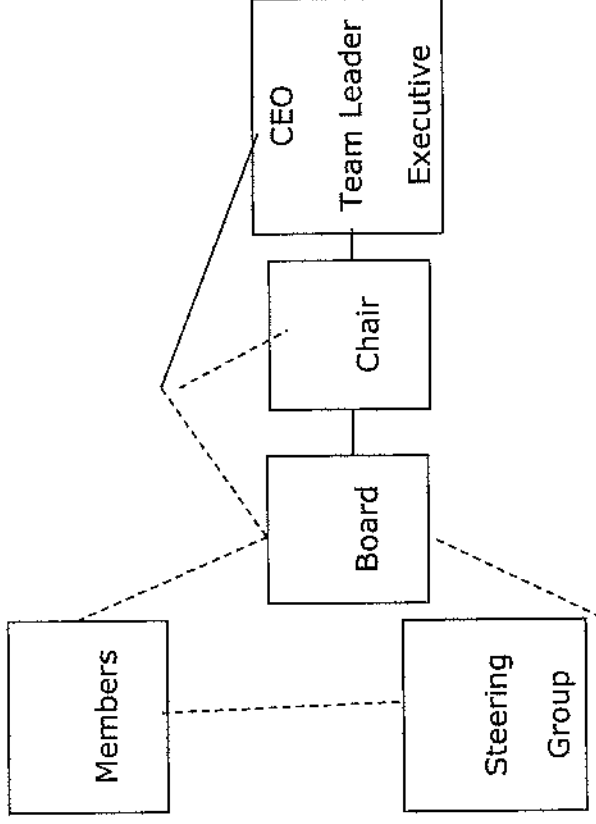


Education and Training Foundation

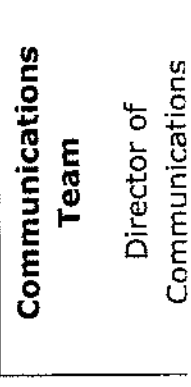


Overall Framework

The diagrams show the design of the staffing structure and the Foundation establishment.



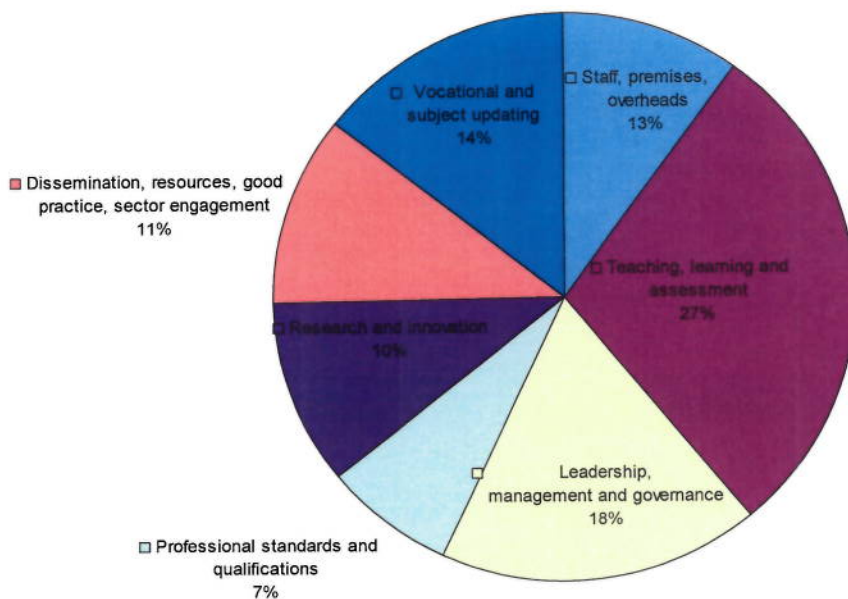
- It can be seen that the key commissioning function will fall into three Specialist Panels for Professional Learning; Vocational Education and Training; and Governance, Leadership and Management
- The work of the panels will be supported by a Knowledge and Intelligence Team
- Corporate functions will be provided through a shared service arrangement with the UK Skills Show with whom we co-locate
- The Foundation will have the lead shared service for communications and Board support



Education and Training Foundation Delivery Plan 2013-14

Background

Following extensive consultations, the FE Guild Implementation Plan was submitted to BIS in March 2013 and that was accepted by the Minister in the letter of 8th April 2013. The Plan outlined the main areas of activity for the Guild and provided an indicative proportion of spend on each area. These are summarised in the chart below.



On a budget of £18.0m this gives:

Professional standards and qualifications -
£1.26m
Teaching, learning and assessment - £4.86m
Vocational and subject updating - £2.52m
Leadership, management and governance -
£3.24m

Research and innovation - £1.8m
Dissemination, resources, good practice,
sector engagement - £1.98m
Staff, premises, overheads - £2.34m

The Guild was envisaged as a lean organisation that would fulfil its remit through partnerships and commissioning rather than direct delivery. Hence a core establishment of 32 was set.

Developments since submission of the Implementation Plan

Literally the day before the Plan went in, the final report of the Commission on Adult Vocational Teaching and Learning -- CAVTL - was published. The Plan said that the Commission's recommendations would be taken into account as the Guild moved forward. The Commissioners have met to review progress and also initiated discussions with stakeholders on how to take forward their proposals.

The Minister for Skills published Rigour and Responsiveness on 3rd April. As well as confirming support for the Guild, it also confirmed introduction of a Charter and the appointment of an FE Commissioner to expedite handling of Colleges in serious difficulties.

Ofsted has continued to develop its improvement role in particular with Providers "requiring improvement". HMCI has challenged the sector in a number of areas including focussing more on learner progression from their programmes rather than accumulation of qualifications and also to ensure that "unseen children" that do not progress as well as they should at school do so at College or through traineeships and apprenticeships. Ofsted's relentless focus remains the quality of teaching, its effectiveness in achieving learning and the impact of assessment in particular on work-based programmes.

The Foundation's First Plan

Broad Areas of Activity

Sector Skills Body Function

This role will transfer from LSIS albeit in respect of three areas only rather than the much more extensive range that LSIS inherited from LLUK the former SSC.

There is a medium term need to review the professional standards that underpin the suite of recommended qualifications.

Teaching, Learning and Assessment

The qualifications and assessment framework for FE Teacher training outside Universities was updated by LSIS recently. They take effect from this September. There is an urgent need to review the extent to which Colleges are ready to deliver these qualifications.

This relates to a broader issue of whether Colleges are delivering teacher training as effectively as possible in a number of ways. It surely axiomatic that a College's overall effectiveness at teaching and learning will be a reflection of its own Teacher Training. In some Colleges the TT staff are those who undertake some of the lesson observations. Good practice would surely see a clear link with advanced practitioners and TT staff and then with the planning and delivery of CPD. There are some excellent examples in 2012/13 Ofsted reports such as Swindon and Norwich. The priority is to encourage every College to review its TT. The exploitation of technology is a major challenge for the sector. Quote FELTAG

To support that review the network of CETTs [Centres of Excellence in Teacher Training] have a key role to play. Their umbrella organisation needs strengthening to play a greater co-ordination role on behalf of the Foundation.

The Network of CETTs is uneven with the NW and SE lacking them.

There is also an absence of Centres for Excellence in Trainer [and Assessor] training so this needs exploring as part, too, of the VET area of activity.

The CETTs have also been funded to explore new approaches to Initial Teacher Education – ITE – and this work continues into 2013/14.

There is also an urgent need to find and train more teachers of English and Maths as well as developing existing staff. The CETTS have an important role to play. NIACE are undertaking scoping work on how to develop E&M teaching in adult education. We have also engaged “MYTeach” to assist with this very challenging need.

STEM will also continue to be a priority. Overlapping with the VET area of activity support will be funded for the development of higher-level apprenticeships in particular covering STEM.

The Spending review announced additional requirements to gain mastery of English and this will necessitate some urgent work to renew ESOL capacity that might have been lost in recent years.

Enhanced Learner Outcomes

There are clear priorities for the Foundation to support the sector to make visible the work it already does for HMCI’s “unseen children” but also to promote programmes that address those furthest from jobs. In part this depends on more relevant data, for example; free school meals prior receipt and much better analysis. It is a reasonable starting assumption that some of the more successful projects from the schools sector targeted on for example “Closing the Gap”, London Schools Challenge and the way that Improvement Partners and National Leaders in Education have helped achieve improvements ahead of the general rate are capable of judicious translation to our Sector. We certainly need to explore that. Discussion has already started with London Region colleges; this will be extended to other areas where it would appear that results lag including for example Coastal Colleges.

The Ofsted report on Foundation Study programmes identified good practice in a number of independent providers. We need to develop mechanisms to identify and share good practice from all parts of the sector.

“Achievement for All” are keen to bring their successful work with Schools to the sector.

Proposals for spending will assume starting a number of ‘challenges’ in 2013/14 together with one Achievement for All Project.

Research, Analysis and Development

The response to the consultation identified this as a key area and recent discussions have reinforced the perception that the sector’s reputation may be affected because we have not marshalled the evidence of our impact. The knowledge and Intelligence Team will be headed by a Director and who will have a substantial budget available to commission research and analysis

Legacy Commitments

A number of LSIS projects do continue into 2013/2014 or require major review before determining their future and best location.

These include:

Excellence Gateway
FE Teachers Advice Line
Clerkship support and courses

Vocational Education and Training (VET)

The proposed plan builds on the areas identified in the Implementation Plan by adding a third area of Vocational Education and Training VET. This will include supporting key work oriented programmes including Apprenticeships, Traineeships and *vocational* study programmes. It will also have a focus on employer based programmes and generally fostering the “two-way street” given prominence in the CAVTL Report. It will ensure implementation of their proposals including: establishing the National VET Centre, piloting Teach Too simulating occupational updating.

Governance, leadership and management

Governance: There has been considerable attention on the contribution that Governance can make to ensuring Colleges are successful not just as businesses but in delivering good and outstanding outcomes for learners, employers and their communities. The AoC Governors Council has been identified as the appropriate Body to identify the development and learning needs of Governors. In turn they have commissioned Susan Pember, former Director in BIS, to produce a report identifying those needs. The report is due in September.

Mention Clerkship

Leadership and Management: LSIS ran a suite of provision serving new and aspirant Principals. The feedback on the most recent courses seems stronger than earlier incarnations. Its development of a “Leadership Exchange” was halted when closure of LSIS was announced.

Meanwhile the AoC has developed a “Sector Management College” that provides specific topic based courses. Many Colleges make their own arrangements and there are a number of active-consultancy based programmes such as the Pacific Institute that emphasises cultural change. The Gazelle Group is working with Babson College (USA) on leadership programme based on fostering a more entrepreneurial approach.

There appears to be a growing interest in developing a leadership centre to be a repository of knowledge, a Commissioner of relevant courses and to offer some form of kite-marking of provision.

To explore this further a Leadership Forum will be created and a report commissioned exploring the possibilities. In the meantime in view of the demand for the courses run by LSIS these will continue through to the next cohort.

There is also a need to identify the leadership and management development needs for other parts of the sector for example first line managers in independent providers. There is a concern about the availability of sufficient candidates to fill management positions and successful planning will be a key aspect of the Foundation’s work on Leadership.