

Training and Development Agency for Schools

Corporate plan

2006 – 09

Foreword

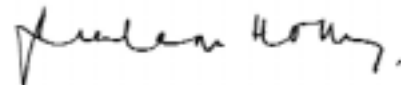
The Training and Development Agency for Schools (TDA) came into being in September 2005 and this is our first corporate plan. The new Agency was formed from the merger of the Teacher Training Agency (TTA) and the National Remodelling Team (NRT). The government's white paper, *Higher standards, better schools for all*, gives the TDA a pivotal role in ensuring that teachers and the wider workforce have the skills and support they need to face the future. We continue to have responsibility for the initial recruitment and training of teachers and for promoting teaching as an attractive career option. We have gained a wider remit for the training and development of the whole school workforce including support staff and continuing professional development (CPD) for serving teachers. Additionally, and critically, we have taken on responsibilities for supporting the remodelling of the school workforce to meet modern challenges. This means helping to equip the school workforce to deliver increasingly personalised learning and to work with other professionals providing extended children's services.

In constructing this plan, we have taken the opportunity to signal new ways of working that bring us closer to schools and enable us to be more responsive to their people development needs. At our launch in October 2005, the secretary of state called the TDA "my modernising agency" designed to ensure there is a coherent approach to workforce change and development across the school system. The TTA transformed teacher recruitment and the quality of initial teacher training (ITT); we want to have the same transformative effect on the professional development of all staff working in schools. We will support modernisation by offering an integrated programme to ensure that robust training and assessment regimes are in place and that professional advice on staff performance development and models of staffing deployment is available.

The coming years will be challenging for the Agency, but we welcome this opportunity to equip teachers and the wider workforce with the skills and support they need. In this way we will play our part in helping the government achieve its ambition of having a world class education system with every school a good school and every child achieving.

Professor Sir Brian Follett
Chair

Graham Holley
Interim chief executive



Introduction

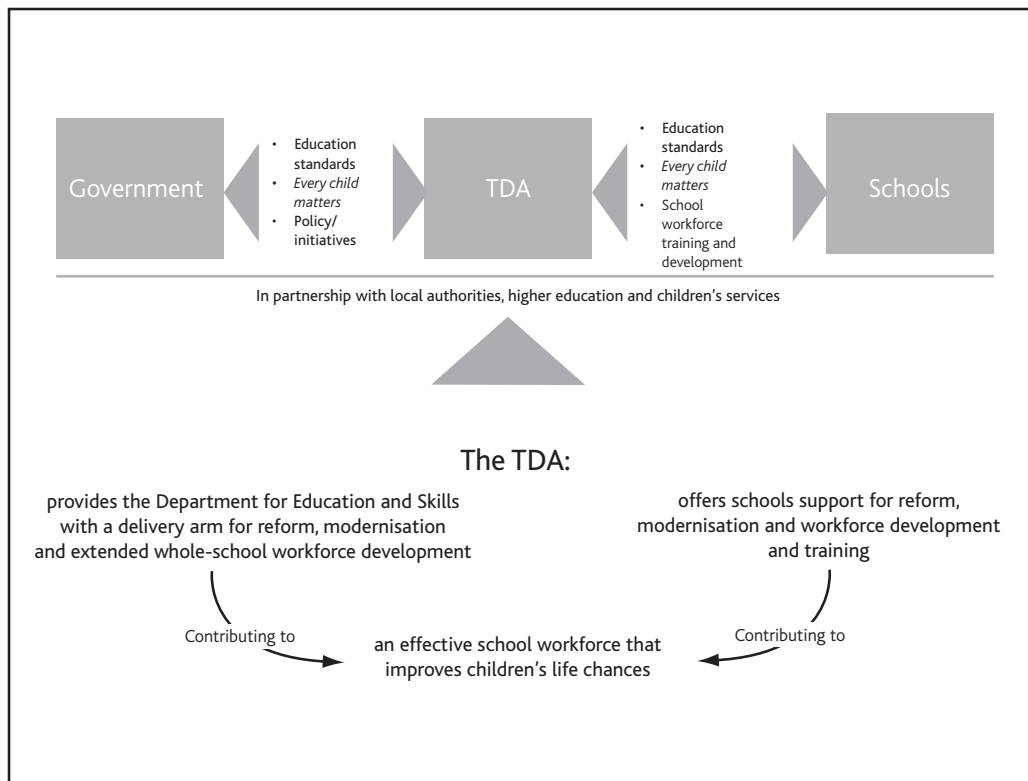
Principal aim

Our principal aim is to secure an effective school workforce that improves children's life chances.

At the highest strategic level, the TDA plans to create the conditions in which schools can gain access to the reliable support they need to develop, remodel and modernise their workforce. We also plan to be the government's delivery arm for the people development aspects of its policies to raise standards in schools and give every child the opportunity to develop their potential. Improving the career structure for teachers and support staff will have a positive impact on children's education.

In this corporate plan we have identified the benefits we will provide for our two principal stakeholders, schools and the government. The plan recognises that we can achieve our aims only by working with key partners. Traditionally, our key partners have been the providers of ITT, mostly in the higher education sector. We now also have a range of new delivery partners which includes other training providers, local authorities, the social partners involved in the government's workforce agreement monitoring group (WAMG) and other public bodies that promote the educational achievement and well-being of children and opportunities for parents and the wider community.

Figure 1 The role of the TDA

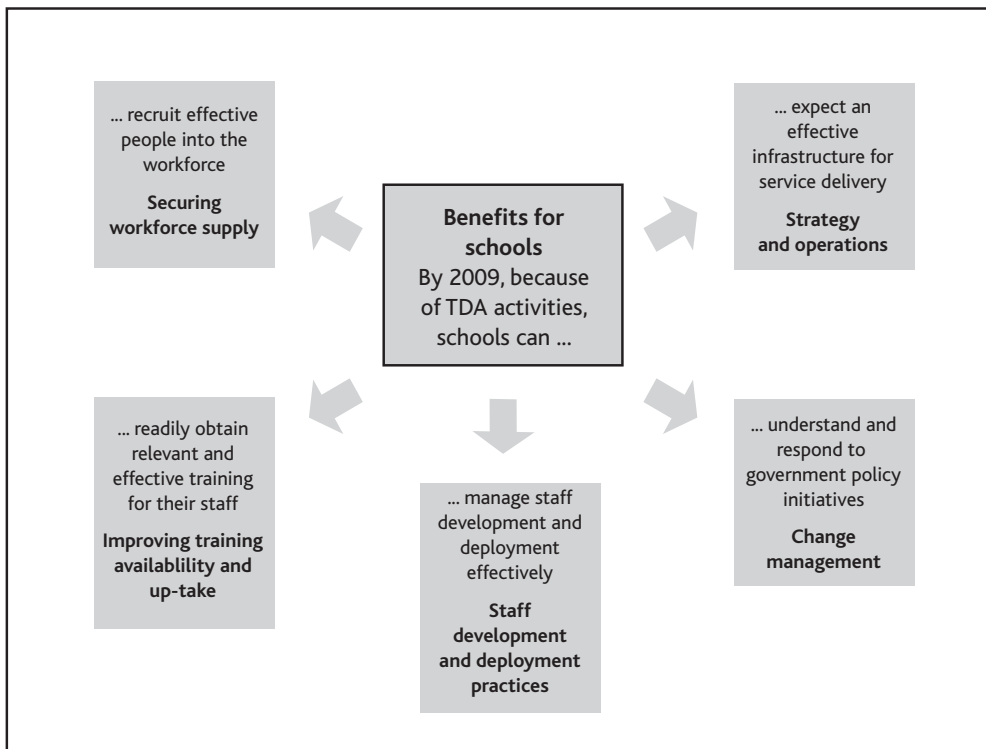


Benefits

We see our success in terms of the benefits schools should experience as a result of our work. In particular we will focus, with our partners, on ensuring that schools can:

1. recruit good-quality new people to their workforce, especially well-trained newly qualified teachers (NQTs)
2. readily obtain relevant and effective training for all their staff
3. secure high-quality advice and guidance on developing and deploying their staff effectively
4. understand the people development aspects of the government's modernisation agenda and know how to get reliable support to implement it, and
5. expect TDA services to be provided efficiently.

Figure 2 Benefits for schools



The benefits for schools have corresponding benefits for government. Our success will enable ministers to be confident that:

1. there is an adequate flow of skilled and well-trained people into the school workforce, particularly NQTs
2. there are coherent and high-quality training and development opportunities for school staff
3. schools are supported to make the best use of their staff through effective development and deployment
4. schools and other partners understand government policy initiatives and are supported to implement them, and
5. public money is well spent.

Priorities and aspirations

There is a wide scope of work we could undertake to provide these benefits. In this plan we will focus on priority areas of work in which we set ourselves high aspirations.

On recruitment into the school workforce, we will focus particularly on the quality of ITT and therefore of teachers entering the profession. We want there to be sufficient NQTs in all subjects and phases to meet schools' existing and emerging needs. We want schools to continue to be more than satisfied with the quality of NQTs and to be confident of the capabilities of their support staff. We will also be working with schools and others to identify emerging needs for new support roles in subjects such as secondary mathematics and science.

We want to improve the availability and quality of training for all serving school staff, but will focus first on those areas where we can make an early impact. We will contribute to the demand for good-quality training through the development of professional and occupational standards for all school staff and by promoting their use in performance development systems. We will also support further the progress schools have achieved in optimising the use of their staff through effective development and deployment. A key element in all this will be improving the information and advice we give schools to help them become discerning consumers of training and development.

We want all schools to be well placed to make an informed response to new initiatives and to manage the pressures for change effectively. We will help them assess the workforce implications of new initiatives such as extended services in schools and the evolving curriculum for 14- to 19-year-olds.

We are developing a new infrastructure to deliver services in an efficient and effective way. Two-way channels of communication with schools and local authorities will provide those using our services with a reliable source of advice and the means of influencing TDA priorities to be relevant to their needs. In all of this we want to plan and use our resources effectively so that all are confident we are providing value for money.

Performance indicators

To assess our performance over time we have developed a strategic performance indicator (SPI) for each of the five benefits identified and key performance indicators (KPIs) for the priorities within each benefit. The SPIs are summarised in the table below. Evidence for these will come from new or existing research over at least a year.

Benefit	Strategic performance indicator
Securing workforce supply	The ease with which schools can recruit to their workforce
Improving training availability and up-take	National coverage, volume, quality and up-take of training provision available to the school workforce
Staff development and deployment practices	Impact of training and development on the quality of teaching and support staff
Change management	Schools' self-assessment of their capability for managing change
Strategy and operations	Stakeholders' assessment of the TDA's priorities and the impact of its activities

KPIs are more immediate quantitative measures that will allow the TDA board to monitor progress and approve action where problems arise in the course of the year. The KPIs are set out on the following pages which describe the benefits and priorities in more detail. Some are described as benchmark setting because we are still building the evidence base and do not know the level at which a target can realistically be set. These will be reviewed before the end of the year with the intention of setting a clear target for future years.

Values

The capability of our staff and the values we adopt are key. In all that we do we will:

- *value and develop people by supporting and involving them and by respecting their diverse contributions*

The training and development of our staff is critical to ensure that their skills and competences match what is needed. We are reviewing our appraisal system and skills profile to establish our future training and development priorities.

- *make a difference by being dynamic and innovative in achieving success*

We want our staff to be dynamic and innovative and to take responsibility for their work. We seek a balance between accountability and the ability of individuals to be responsive. We emphasise effective delegation to enable individuals to make quick decisions, take individual responsibility and be fully involved.

- *deliver excellent services by being professional, responsive and accountable*

Our project management framework establishes clear objectives and accountability. We place great importance on the professionalism of our staff, and our expectations are set out in our *Code of conduct*. We are developing a knowledge management strategy to ensure that our policy and operations are informed by evidence.

- *work together by listening and communicating openly and clearly*

We foster honest, open and supportive relationships with our staff and expect them to do the same with our stakeholders. A positive working environment enables us to attract and retain staff and improve productivity.

Achieving the benefits

1. Securing workforce supply

Recruit new teachers

ITT remains our priority for the supply of new school workforce members. Pupil numbers in schools have begun to decline, easing pressures on recruitment. However, it is important that we promote the career opportunities in school teaching so that the quality of new entrants remains high. This is particularly important for the enduring challenge of attracting teachers of secondary mathematics and science.

We will maintain demand for ITT from potential recruits through our marketing campaign, supported by the customer care we offer enquirers through the teaching information line. This campaign will focus on those secondary subjects where recruitment remains challenging. It will still be important for ITT to contribute to the diversity of the teaching force, and we will support efforts to recruit from under-represented groups. We will continue to promote diverse routes to qualified teacher status (QTS) including employment-based programmes. The *Teach first* programme has played a particularly important role in recruiting teachers of priority subjects for challenging schools.

Secure supply of quality ITT

Our strategy has been to manage the market for ITT by funding providers directly to supply a specific number of training places. This number is determined by the Department for Education and Skills (DfES) teacher supply model, which takes account of changing pupil numbers, the age profile of serving teachers and trend patterns of teachers leaving and rejoining the service. Because the flow of new high-quality teachers into the workforce is key to raising standards in schools, this strategy will continue. We will introduce new standards for QTS in 2007 and update the requirements placed on ITT providers. We will support providers implementing the new standards and training requirements.

We will continue to promote quality through the inspection of training, accreditation of providers and allocation of training places to the highest quality provision. We will also take account of regional demand for new teachers and give enhanced funding to providers offering and recruiting to priority subjects, particularly mathematics and science. Where necessary we will ensure that strategically important providers (for example those in key locations or with portfolios of priority

Key performance indicators

New teacher recruitment

- Achieve 100 per cent recruitment against target for all non-priority ITT routes
- Achieve 100 per cent recruitment against target for all priority ITT routes
- At least 10.5 per cent of those recruited to ITT come from black and minority ethnic groups
- At least five per cent of those recruited to ITT have a registered disability.

ITT quality

- Achieve an improvement in all ITT provision that is subject to inspection and rated less than good
- At least 95 per cent of mainstream training places are in provision that is rated as good or better
- At least 86 per cent of NQT survey respondents rate their training as good or very good
- At least 70 per cent of NQT survey respondents rate all aspects of their training as good or very good preparation for teaching.

New roles

- Establish a benchmark for the number of people deployed in roles requiring higher level teaching assistant (HLTA) skills by March 2007.

subjects) are able to provide high-quality viable training programmes. We will help providers determine what place they should have in the future ITT market. Potential new providers applying for accreditation will have to demonstrate a strategic case.

We will continue to encourage teachers who have taken a career break to return to teaching by funding programmes to update their skills and knowledge and increase their confidence.

Recruit to new workforce roles

To date, training for support staff has been focused on those already working in schools. This may no longer be sufficient as schools seek more specialist support staff to facilitate personalised learning. We are extending a pilot project to explore how schools can recruit and arrange the initial training of support staff specialising in secondary mathematics and science. When we can identify demand for such training, we will work to sustain the approach by promoting provision that meets schools' needs.

2. Improving training availability and up-take

Supply of training and development

To inform our future priorities, we are building a national picture of the training and development that is currently available to school staff. We have based our first three-year strategic plan for support staff, devised with our delivery partners, on a preliminary review of this workforce data. In our role as a sector skills body, we are exploring how best we can provide workforce analyses and forecasts. These will help us to plan, with our partners, how we may best address skills gaps and anticipate future needs for all school staff.

We see the need for a range of strategies to secure relevant and convenient training and development for all staff. For some priorities we are directly funding organisations to make provision that meets our quality criteria. This initiative includes the postgraduate professional development (PPD) programme through which serving teachers can study areas relevant to their classroom practice to masters level and beyond. For other priorities we will encourage our partners, for example subject associations, to provide training and development. We are also working with local authority partners to strengthen the induction programme for new teachers.

Up-take of training

We are evolving a number of strategies to encourage the up-take of good-quality training and development. In partnership with our stakeholders we will be working to develop a qualifications strategy for the school workforce, initially focusing on support staff. This will evaluate how well existing qualifications and other learning provision meet needs. It will support the development of a broad and progressive qualifications framework for the sector by identifying priorities for future development.

An important aspect of our remit is to bring coherence to the training and development on offer to teachers and support staff. We aim to do this by working with key strategic partners to identify national priorities and plan together a programme to meet these. We fund training that leads to the award of higher level teaching assistant (HLTA) status and have approved assessment providers to secure the quality of the award. Training for subject specialist support staff at secondary level is being piloted as part of our response to the changing roles in teaching and learning teams in schools. We fund training places for school business managers and bursars through the National College for School Leadership (NCSL). We are helping schools access training and development for a broad range of support staff through programmes supported by other partners, particularly the Learning and Skills

Key performance indicators

Supply of training and development

- At least 15,000 HLTAs and 3,000 bursars complete TDA-funded programmes
- By March 2007, use the annual report of Her Majesty's Chief Inspector of Schools (HMCI), research and other evidence to establish, with the National Reference Group, training and development priorities for teachers.

Quality of training

- At least 90 per cent of HLTA registered candidates and 78 per cent of bursar registered candidates pass TDA-funded programmes on their first attempt
- Use outcomes of the Ofsted report on CPD in schools to benchmark and disseminate good practice and set targets for 2007–08.

Council (LSC). Here our focus is on the support work in schools qualification at levels 2 and 3, and we are jointly funding with the LSC the transition to mainstream provision in 2006–07. We also develop and provide training materials to local authorities to deliver induction training to new support staff.

Quality of training and development

Improving the quality of training for serving school staff is a high priority. We will continue to evaluate the training and development we fund directly, including the PPD and HLTA programmes, and act on the outcomes. We will monitor the coverage and quality of training more generally to decide what interventions may be necessary for improvement. We also want to explore with other training providers how we can best assure the quality of training they offer. This may include agreeing how to recognise training that meets specified standards and assisting schools to make informed choices about development opportunities.

3. Staff development and deployment practices

Performance development

We want to enhance the capability of schools to manage staff training and development and will work closely with the NCSL because decision-makers in schools will be those in leadership roles. We believe there should be systematic processes in schools that use evidence of performance to identify staff training and development needs. We are referring to such processes as performance development: this encompasses the critical follow-up stage to ensure that plans to meet needs are implemented and reviewed. Working with schools, we will develop models of performance development that can be shown to be effective in a variety of circumstances. We will produce advice, guidance and exemplification, including the means by which schools can assess their own approach against the practice of others. We will make this support available through a range of channels including local school workforce advisers and web and telephony services.

Professional and occupational standards

We are developing a coherent framework for professional and occupational standards for the school workforce. We will work to promote a shared understanding of all the school workforce standards so that they are used effectively and to inform the training and development plans of staff. We particularly want the standards to be used by schools in their performance development systems and we will offer support and guidance on how best to do this. We will continue to review and update the standards in turn and encourage their linking to qualifications where this is appropriate. Widespread and systematic use of standards in performance development will influence the demand for particular kinds of training and development. We believe this demand will become more consistently focused on improving the way that staff contribute to raising pupils' achievement and promoting their well-being.

Key performance indicators

Performance development

- All local authorities have plans in place for supporting and challenging their schools in performance development
- Establish a benchmark for performance development in schools by March 2007
- Establish a benchmark for performance development effectiveness in schools by March 2007.

Standards

- Establish a benchmark on the use of standards to plan staff training and development by March 2007.

Information on training

- Establish a benchmark of satisfaction ratings from service users of content by March 2007.

Best use of staff

- All local authorities have sustainable plans and processes for challenging and supporting their schools in place by March 2007
- Establish a benchmark of schools with a quality remodelling solution embedded by quarter 3, with a view to setting targets for developments in 2007–08.

Information about training and career pathways

We intend to implement a career development framework for school support staff in collaboration with beacon councils and the school workforce development board (SWDB). This will give schools information on the training and qualifications available to support the effective development of the workforce and help them identify career development pathways. We intend the framework to be used by local authorities and training providers, as well as by schools, to inform planning of local training provision and qualifications. We are also helping school leaders improve the literacy and numeracy skills of their support staff.

The amount of training and development available to schools is considerable, and it is not always easy to identify what is the best. We are working with a number of schools to test different approaches, identifying what is most effective. We will also explore with training providers how they can provide information to enable schools to make informed choices about what best suits their needs. At the same time we will work with local authorities to offer services to schools and their staff to help them become discerning consumers of training and development.

Best use of staff

We will continue with the help of local authorities to develop programmes in support of remodelling the school workforce. This work will build on the success of the NRT in helping schools implement the national workforce agreement and create time for teachers to focus on their professional role.

4. Change management

Change capability

In 2006 we will complete a procurement exercise for consultancy services for the delivery of support, guidance and information to schools. This consultancy will take forward, under TDA direction, the successful support which the NRT has provided to help schools and local authorities implement the national workforce agreement. We will continue, with the help of local authorities, to support school workforce remodelling and sustain the gains obtained from creating time for teachers to focus on their professional role. In particular we will seek best practice remodelling solutions and promote their wider dissemination.

We will strengthen further schools' capacity to manage change effectively, enabling them to respond to and implement government policy. We will create an environment that enables schools and local authorities to see the opportunities in key government initiatives and to have the confidence to develop their own solutions to embed these priorities in their life and work. Our role will be to enable all schools to tackle the challenges they face now and in the future by providing tools and materials to assess what needs to be done to secure progress and continuous improvement.

Extended schools

We will have an important role to play in the government's 10-year strategy *Choice for parents, the best start for children*. We will help local authorities work with others to ensure that the school workforce develops the skills and competences it needs to deliver the single framework for children from birth to age five, the early years foundation stage and the extended schools programme. We will make a significant contribution to the government's aim that all schools provide extended children's services by 2010. These additional services, offered through an extended day, will enable children, parents and the wider community to access support and programmes that meet a wide range of their needs. We will support progress with this initiative so that by 2008 a half of primary and a third of secondary schools will offer extended services.

Support on new initiatives

We will also actively support the priority on the modernisation agenda that arises from the *14 to 19 education and skills* white paper. We will have a crucial role in the implementation plan delivering these reforms through both initial and in-service training of school staff. Similarly, we will make a major contribution to the aims of the government's 10-year science plan particularly with regard to the recruitment, retraining and retention of physics, chemistry and mathematics specialists in schools.

Key performance indicators

Change capability

- Establish a benchmark of satisfaction ratings for advice and guidance on managing change by March 2007.

Extended schools

- At least 2,500 schools have the core offer by September 2006 and 6,000 by September 2007.

New initiatives

- At least 70 per cent of pathfinder local authorities agree they have received good or very good support and challenge.

We will be required to work closely with local authorities and other key stakeholders to secure successful delivery. We are an important partner of the new Children's Workforce Development Council (CWDC) supporting the children's workforce strategy. Our collaboration with Lifelong Learning UK on the 14 to 19 reforms will be crucial to developing the workforce to prepare schools for their role in the new specialised diplomas due to be introduced in 2008. Ensuring coherence of the qualifications, standards and career pathways for school staff will depend on good relationships with the NCSL. And the support we will give to the WAMG will be key to the delivery of successful outcomes in schools.

5. Strategy and operations

Strategic direction

Within the TDA, we are developing a clear strategic focus so that our priorities are determined by evidence of the needs of the school workforce and the capacity of our delivery partners. We want to improve our understanding of the changes affecting schools and to be responsive to them, keeping their fluctuating needs under review to ensure that our support services remain relevant. We will use our strategy function to assess the workforce implications of government policy and use this to construct practical programmes that help schools understand and respond. In all that we do we will ensure that we collect the information and intelligence we need without placing unnecessary burdens on stakeholders.

Communications

Our stakeholders have grown in number and diversity since our remit changed and we became the TDA. Schools and local authorities and a wider range of training providers are now affected by our work. Our challenge is to understand and meet the varied needs of this expanded audience and we are consulting with stakeholder representatives to achieve this. Our strategy will be to coordinate all our internal programmes and link them clearly to the work of other agencies operating in the same field.

Channels to schools

One key communication channel with schools will be through the advisory posts that we fund in local authorities. As well as helping schools understand and make the most of our services, these advisers will provide us with good information about schools' needs, ensuring that our policies and priorities are grounded in the everyday reality of the school environment. We also plan to introduce a web and telephony service to offer guidance to school leaders on staff development and deployment and give us another means of learning about the issues facing schools.

Value for money

The corporate plan deals with activities that will be funded and carried out in the period to March 2007 and does not imply any support for activity in the period of the next comprehensive spending review. However, during the year, we will continue our efforts to ensure that the TDA operates as efficiently as possible. A new system is streamlining our financial processes and will support our value for money assessment of the impact of programmes. By 2010, we will have moved our office out of London and so reduced our running costs significantly. And we will need to ensure that our own staff develop the capability to meet new challenges by responding positively to their identified training needs and maintaining Investors in People standards.

Key performance indicators

Strategic direction

- At least 80 per cent of responding stakeholders rate the TDA corporate plan aims and priorities as appropriate to their needs.

Communications

- At least 70 per cent of providers, local authorities and partner bodies understand the role of the TDA
- At least 80 per cent of TDA staff agree internal communications are timely, relevant and in an appropriate format.

Channels to schools

- At least 90 per cent of school leaders using our service are satisfied with TDA information, advice and guidance.

Value for money

- Running costs (excluding relocation costs) will be no more than three per cent of budget.

The TDA is committed to providing accessible information. To request this item in another language or format, contact **TDA corporate communications** at the address below (or by e-mail: corporatecomms@tda.gov.uk).

Please tell us what you require and we will consider with you how to meet your needs.

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