

Market engagement event for the establishment of an institute of teaching

- Welcome to this market engagement event.
- Please check that your microphone and camera are switched off whilst we wait for other attendees to join.
- Please note that this session is being recorded and will be published on Jaggaer (more details on that later).
- We will start shortly.



Welcome and introductions



Department
for Education

Housekeeping

- Please check that you are on mute and your camera is switched off.
- If we encounter connectivity issues that affect the delivery of the session, we may need to turn our cameras off, or stop presenting the slides and deliver the presentation by audio only. If you have any connectivity issues, you will be able to watch a full recording of this presentation later (details below).
- Please submit your questions through the DfE's eTendering portal: Jaggaer. This session will outline what Jaggaer is and how to access it. Questions will be consolidated and answered in writing after the event.
- We would really welcome your feedback on this proposal and some of the key issues that we will discuss today. A short questionnaire will be published on Jaggaer on 22nd January to enable you to provide this feedback.
- We are running two market engagement sessions. These will be identical, with the same information provided at each event. As a result, we will be reading directly from the slides that are being presented. A recording of the session will be published on Jaggaer.



We welcome interest from all organisations

- Smaller organisations should not be put off this opportunity if they aren't able to deliver all the requirements (which we will come to later) on their own. We believe this opportunity could appeal to consortia and we will welcome bids from such groups when the tender is launched.
- We encourage people to talk to other interested organisations to explore how they could work together to deliver this proposal. This includes working together on a bid or being a subcontractor for the Institute. Please note and be aware of the need not to breach the rules on anti-competitive behaviour and collusion.
- To enable you to network after the event, we will share email addresses of attendees. If you do not want your email address to be shared, please contact us by 25 January to opt out (mailbox.instituteofteaching@education.gov.uk).
- If you are specifically interested in being a subcontractor for the Institute, our follow-up questionnaire will include a section inviting you to provide some details that will be made available to bidding organisations once the tender launches.



Objectives and event agenda

- To inform you about the Department's priorities for teacher development and how the establishment of an institute of teaching ('the Institute') supports them.
- To give you an understanding of the planned procurement.
- To give the opportunity to provide feedback and ask questions that will be answered after the event.
- This session will be delivered through six parts:
 - **Part 1** provides a strategic overview – the background to the Institute and how it will fit into the wider teacher development landscape
 - **Part 2** outlines how the Institute will be established
 - **Part 3** outlines the key services that the Institute will deliver
 - **Part 4** covers important additional information relating to the Institute
 - **Part 5** outlines the planned procurement process and commercial model
 - **Part 6** outlines what happens next



Important note

- This is a market engagement event; no tender has yet been launched and the Department has not made any commitments to do so.
- The information and timescales in this presentation are all subject to change.



Part 1: Strategic overview



Background (1 of 2)

- In the Department's Teacher Recruitment and Retention Strategy, we committed to improving our offer to all schools and teachers, ensuring that they receive high quality training and development at every stage of their career.
- The **Initial Teacher Training (ITT) Core Content Framework** will ensure that new entrants to the profession receive training based on the best available evidence.
- The implementation of the **Early Career Framework (ECF) reforms** will support teachers in the first years of their career with a structured two-year induction.
- The reformed suite of **National Professional Qualifications (NPQs)**, and the NPQH Additional Support Offer for New Head Teachers, are designed to help all teachers and school leaders to continue to develop their expertise throughout their careers.
- Together, these reforms will root teacher training and development in a shared, evidence-informed understanding of what works. This approach will enable more teachers to benefit from clearer and more coherent progression routes, linked to a consistent offer of structured, high-status professional qualifications.



Background (2 of 2)

- We need a strong delivery infrastructure to make this a truly world-class training and development offer.
- The Department is running procurements for ECF and NPQ providers to select a strong cadre of providers to design and deliver these programmes.
- The Teaching School Hub programme will create a national network of 87 centres of excellence for teacher training and development. These are expected to play a crucial role in supporting the delivery of ITT, the ECF and NPQs, as well as delivering additional continuing professional development and Appropriate Body services.
- To ensure ITT is as strong as possible, the ITT market review (led by Ian Bauckham) has resumed. It will focus on how the sector can provide consistently high-quality training, in line with the Core Content Framework, in a more efficient and effective market that delivers sufficient high-quality teachers to schools.
- **Complementing these reforms, the Department will support the creation of a new independent organisation, provisionally referred to as an institute of teaching (the “Institute”). Through a procurement exercise, the Department will select a supplier, or consortium of suppliers, to establish and run the Institute. We expect the Institute to be established by existing high-quality providers, and to build on the best provision in the system.**



Overall vision for the Institute

- Learning from the best teacher development organisations in the world, **the Institute will become England's flagship provider**, showcasing exemplary delivery of the new ECF and our ambitious reforms to ITT and NPQs. It will become a national role model for how these reforms are delivered and will support others across the sector to embed best practice in teacher development delivery.
- **The Institute will have two principal roles:**
 1. Exemplifying how to deliver ITT, the ECF and NPQs, by building, sequencing and delivering a coherent teacher development pathway from trainee through to executive headship.
 2. Supporting other organisations to understand and implement best practice and evidence in teacher development delivery.
- The Institute will be a national organisation that operates through at least four regional campuses from September 2022.
- It will be a new independent body (separate from the Department) and a new legal entity.



How the Institute fits in the wider teacher development landscape

- The Institute is best considered as a special type of Lead Provider. It will have many of the same responsibilities and roles as an ECF/NPQ Lead Provider or ITT provider, and it will work alongside other suppliers to deliver excellent provision in each of these areas.
- Alongside this, **the Institute will have two unique roles in the system:**
 1. Exemplifying delivery of teacher development reforms. We expect the Institute to be unique in having the capacity and remit to be at the cutting edge of delivery, scrutinising and developing the evidence base to identify the very best approaches to delivery.
 2. The Institute will have a dedicated, key role in developing and disseminating evidence about delivery of teacher development. We know that developing this evidence base is critical and that this a current gap in the system.
- In delivering these roles, it will be crucial for the Institute to work closely and in collaboration with key teacher development providers such as Teaching School Hubs.
- The Institute's role is distinct and complementary to the roles of other key sector organisations including the Teaching Schools Council, Chartered College of Teaching and Education Endowment Foundation. We expect the Institute to have important strategic relationships with these organisations.



Exemplary delivery of teacher development programmes

- The Institute will need to meet the requirements placed on existing ITT, the ECF and NPQ providers. This will include the need to deliver training in a manner that demonstrates high-fidelity to the frameworks underpinning the programmes it is delivering (i.e. the ITT Core Content Framework, the ECF and NPQ frameworks, as well as the DfE standard for teachers' professional development).
- However, the Institute is also expected to go beyond these requirements and deliver ITT, the ECF and NPQs in an exemplary way.
- Our definition of exemplary includes five key themes:
 - A. Exemplifying the 'golden thread' of ITT, ECF and the suite of NPQs**
 - B. Using expert understanding of evidence**
 - C. Creating a world-leading faculty of teacher educators**
 - D. Developing models of school partnership and placement that maximise the impact of school-based training experiences**
 - E. Meeting the needs of all participants, enabling everyone to thrive**



Exemplary delivery of teacher development programmes

- A. Exemplifying the ‘golden thread’ of ITT, the ECF and the suite of NPQs, demonstrating how to build, sequence and deliver a coherent teacher development journey from trainee through to Executive Headship.**
- B. Use expert understanding of evidence to inform and implement teacher development delivery approaches. The Institute will:**
 - Have a deep and nuanced understanding of the existing evidence on teacher development and be able to use this to make informed judgements about how to deliver teacher development.
 - Demonstrate how it will constantly learn and adapt in light of new evidence.
 - Monitor the effectiveness of its programmes through rigorous ongoing monitoring and evaluation, demonstrating a commitment to evidence-informed practice, continuous improvement, and innovation.



Exemplary delivery of teacher development programmes

C. Create a world-leading faculty. The Institute will:

- Ensure that trainees and teachers have access to leading specialists and high-quality subject and phase experts, with proven track records of achieving exceptional pupil outcomes.
- Build a cadre of exceptional teacher educators. Develop new models for recruiting, selecting, and training mentors/teacher educators who are exceptional teachers, as well as highly trained teacher educators. Lead the way in raising the status of teacher education and teacher educators in schools, in alignment with the NPQ for Leading Teacher Development.

D. Develop models of school partnership and placement that maximise the impact of school-based training experiences. The Institute will:

- Design and deliver programmes that ensure in-school experiences are seamlessly coherent with other elements of the programmes, with opportunities for purposeful practice, high-quality feedback, and opportunities to learn from practitioners with proven track-records.
- Exemplify how participation in teacher development can drive school improvement in a wide range of schools.

E. Exemplify delivery approaches that meet the needs of all participants, to support the diversity of the teaching workforce, enabling participants from all backgrounds to thrive in their careers. (For example, ensuring delivery is compatible with flexible working).



Part 2: The establishment of an institute of teaching



Establishing a new legal entity

- The Department will procure a supplier or consortium of suppliers to establish and then run the Institute.
- The Institute will be a new independent body (separate from the Department) and a new legal entity.
- As part of their bid, potential suppliers will outline the type of legal entity they would create, how they would do this and how it would operate. This entity will then be created before the award of the framework agreement, under which delivery activity will be commissioned. (The framework agreement and commercial approach will be covered in more detail later.)
- It follows from this that potential suppliers should bid in the name of the legal entity they would establish if the framework agreement is awarded to them.
- We are provisionally referring to this new organisation as an “institute of teaching” – this is a working title. The winning bidder will agree the formal name of the new organisation with the DfE before the framework is awarded.
- **We welcome your feedback on the deliverability of this approach. Please complete the follow-up questionnaire on Jaggaer to provide your views.**



Setting up the Institute's delivery model, including its campuses (1 of 3)

- The Institute will be a national organisation that operates through at least four regional campuses.
- Together with potential suppliers, we want to consider the most effective way of delivering teacher development in an exemplary way. Potential suppliers will outline their proposed delivery model for the Institute as part of their tender, showing how it will enable the organisation to fulfil its purpose.
- The Institute's activities or functions might be delivered on a national, regional or local level; some might be delivered face-to-face and others might be virtual. The delivery model will show how and where each function will be delivered, alongside the rationale for this.
- The delivery model may include the use of partners or subcontractors.
- **We welcome your feedback on this approach regarding the Institute's delivery model. Please complete the follow-up questionnaire on Jaggaer to provide your views.**



Setting up the Institute's delivery model, including its campuses (2 of 3)

- We are interested in potential suppliers' views in how the use of regional campuses will enable the Institute to fulfil its principal roles.
- We are not setting a strict definition for what an Institute “campus” must include or look like, or where they would be located. Potential suppliers will define campuses in their bid depending on their overall delivery model and where/how each function is delivered.
- Campuses could include a physical place where face-to-face training takes place. We anticipate that they might be a collection or cohort of schools and/or participants that the Institute works with in a certain geographic area. They do not need to be identical - they might develop individual specialisms in one or more areas.
- The Institute must deliver all training programmes (ITT, the ECF and NPQs) in all campus areas.



Setting up the Institute's delivery model, including its campuses (3 of 3)

- Potential suppliers will outline as part of their bid where the Institute would operate, including the location of its campuses. There are currently no prescribed areas that the Institute must operate – or be based – in. The only limitations to where the Institute and its campuses are located, are expected to be:
 - All campuses will be in different regions; two campuses cannot be located in the same region.
 - It will not be a requirement for the Institute to have a specific base or headquarters. If the Contractor's proposed delivery model for the Institute *does* include a base or headquarters, this will not be in London. The base or headquarters may be one of the Institute's campuses.
 - No more than one of the Institute's 4+ regional campuses may be in London.
- The Department expects to see a clear rationale from potential suppliers through their bids regarding why they have chosen certain areas for their campuses, including the local need and how they will work collaboratively with local partners such as Teaching School Hubs.
- **We welcome your feedback on this approach to the nature and location of the Institute's campuses. Please complete the follow-up questionnaire on Jaggaer to provide your views.**



School selection and partnership

- Schools will work with the Institute as part of its ITT, ECF and NPQ delivery. Some schools may act as formal subcontractors, or be part of a consortium that establishes the Institute. Many more will be involved in hosting or employing ITT trainees and employing ECF and NPQ participants.
- As set out in our definition of exemplary delivery, the Institute will be expected to develop models of school partnership and placement that maximise the impact of school-based training experiences. It will:
 - a) Ensure that the school-based elements of training are of the highest quality.
 - b) Design and deliver programmes that ensure in-school experiences are seamlessly coherent with other elements of the programmes, with opportunities for purposeful practise, high quality feedback, and opportunities to learn from practitioners with proven track records.
 - c) Exemplify how participation in teacher development drives school improvement in a wide range of schools, including schools that have historically been less involved in ITT and teacher development programmes.
- The Department will require the Institute to work with a diverse range of schools, including those most in need of high quality teacher development support. We expect to set some criteria for the Institute to incentivise this and potential suppliers will be expected to set this out as part of the bid process.



Degree Awarding Powers

- The Institute will register with the Office for Students at the earliest opportunity.
- This will allow it to award Post Graduate Certificates in Education (PGCEs) independent of another Higher Education Institution.
- The Institute will also apply for Degree Awarding Powers (DAPs). Over time, this will enable the Institute to validate PGCEs delivered by other providers.
- Potential suppliers will need to consider how their proposal for the Institute will meet the requirements around applying for DAPs.



Part 3: The key services that the Institute will deliver



Exemplary delivery of ITT, the ECF and NPQs

- We will now set out some of the specific delivery requirements relating to ITT, ECF and NPQs.
- While there are some requirements specific to each element, **it is crucial that the Institute designs and delivers these programmes as part of one teacher development journey.**
- These elements must be designed and delivered around the five areas set out in our definition of exemplary delivery:
 - A. Exemplifying the ‘golden thread’ of ITT, ECF and the suite of NPQs**
 - B. Using expert understanding of evidence**
 - C. Creating a world-leading faculty of teacher educators**
 - D. Developing models of school partnership and placement that maximise the impact of school-based training experiences**
 - E. Meeting the needs of all participants, enabling everyone to thrive**
- While some elements from other existing programmes might be used as part of the Institute’s offer, its training programmes must be distinct from, and additional to, these.



Initial Teacher Training (ITT) services

- **The Institute will design and deliver an ITT programme.** This must be designed and delivered to meet the exemplary delivery criteria, including ensuring that ITT is delivered as part of the ‘golden thread’ of the teacher development journey.
- This ITT programme must deliver consistently high-quality ITT, in line with the Core Content Framework, where there is coherence and alignment between centre and school experience. This will ensure that theoretical content is interwoven with - and supported by - opportunities to observe, deconstruct and practice aspects of effective teaching.
- We expect the Institute to deliver some level of ITT for the academic year starting in September 2022 (e.g. a small pilot cohort), a cohort of at least 500 trainees for the academic year starting in September 2023, and a full cohort of a minimum of 1,000 trainees for the academic year starting in September 2024.
- The Institute will be subject to the same requirements that apply to all other ITT providers.
- Bidders will need to secure accreditation to deliver ITT, or partner with an accredited provider, prior to delivery.



The Early Career Framework (ECF) services

- **The Institute will design and deliver the ECF Full Induction Programme.** This must be designed and delivered to meet the exemplary delivery criteria, including ensuring that ECF is delivered as part of the 'golden thread' of the teacher development journey.
- The Full Induction Programme will be based on one of the Core Induction Programmes developed by the ECF Early Roll-Out Providers.
- The programme must be distinct from, and additional to, any ECF programmes that potential suppliers already deliver.
- We expect the Institute to deliver training to a minimum of 2,000 Early Career Teachers and 2,000 Mentors each year, from the academic year starting in September 2022.
- The Institute will be subject to the same requirements that apply to all other ECF providers.
- More information on the ECF, the Core Induction Programme and the Full Induction Programmes is available at: <https://www.early-career-framework.education.gov.uk/>



National Professional Qualifications (NPQ) services

- **The Institute will design and deliver the entire reformed suite of NPQs and the NPQH Additional Support Offer for New Head Teachers.** This must be designed and delivered to meet the exemplary delivery criteria, including ensuring that NPQs are delivered as part of the ‘golden thread’ of the teacher development journey.
- This NPQ offer must be distinct from, and additional to, any NPQ programmes that potential suppliers already deliver.
- We expect the Institute to deliver training to a minimum of approximately 1,000 NPQ participants each year, from the academic year starting in September 2022.
- The Institute will be subject to the same requirements that apply to all other NPQ providers.
- More information on the reformed suite of NPQs is available at:
<https://www.gov.uk/government/publications/national-professional-qualifications-frameworks-from-september-2021>



Developing and sharing best practice in teacher development

- In addition to being a national role model for how ITT, ECF and NPQs are delivered, **the Institute will support others across the sector (e.g. ITT/ECF/NPQ providers or partners; Teaching School Hubs) to embed best practice in teacher development delivery.**
- The Institute is expected to:
 - **Develop evidence of best practice in teacher development** by monitoring and assessing its own delivery and conducting primary research.
 - **Test innovative approaches to teacher development**, rapidly and rigorously assessing these and showcasing results to the sector in a manner that is proportionate with the validity of the findings and caveated accordingly.
 - **Build upon, synthesise, and translate existing evidence of best practice and expertly communicate the practical applications to the sector.**
 - **Communicate knowledge of best practice most effectively to the sector (i.e. other teacher development organisations) to ensure the maximum impact.** This will be defined by potential suppliers, but could include: producing open-source materials for other organisations to improve their training design and delivery; providing development opportunities to other organisations, building their capacity to deliver training that improves teacher quality; and building professional communities to share learning and experiences of what works in teacher development.



Indicative delivery timescales

Date	Activity
January 2022	Framework award
Early 2022	Participant recruitment begins for ECF, NPQ and small pilot ITT cohorts
By September 2022	Majority of ITT recruitment begins
September 2022	Delivery of ECF (2,000 ECTs and 2,000 Mentors), NPQs (1,000 participants), evidence and best practice function, and a small pilot cohort of ITT
September 2023	Expanded delivery of ITT begins (500 participants), alongside continued delivery of other functions above
September 2024	Third ECF and NPQ cohorts begin training; first full ITT cohort (1,000 participants) begins training

We welcome your feedback on these delivery timescales. Please complete the follow-up questionnaire on Jaggaer to provide your views.



Part 4: Additional information



Funding and payment

- We want the Institute's exemplary delivery of teacher training and development to be both replicable and scalable. Consequently, its training provision will broadly be funded in the same way and to the same level as other ITT, ECF and NPQ providers:
 - ITT providers in England receive funding to deliver ITT through trainee tuition fees. No additional funding will be provided for ITT delivery through the framework agreement.
 - ECF providers receive funding on a payment by results model, with costs split out into set-up and mobilisation costs, a monthly service fee and output-based performance payments.
 - NPQ providers receive funding on a payment by results model, with costs split out into set-up and mobilisation costs, a monthly service fee and output-based performance payments.
- Additional programme funding of circa £6m over the first three years of delivery will be provided to the Institute, to support its role in developing and sharing evidence and best practice in teacher development delivery.
- All funding is subject to Spending Review approval.
- **We welcome your feedback on this approach to the Institute's funding model. Please complete the follow-up questionnaire on Jaggaer to provide your views.**



Capital

- Potential suppliers are expected to make use of their existing buildings and spaces to accommodate their planned Institute provision.
- Where there is a clear need for building work that is demonstrably linked to the delivery of the Institute, the Department will consider any such proposals post-competition. In this event, the Department will discuss proposals with the organisation(s) selected to establish and run the Institute. Capital proposals will not be requested or considered as part of this procurement process. Consideration is subject to compliance with the state aid regime.
- The Department does not expect to fund new facilities or sites that would sit outside potential suppliers' existing estates.
- There is no guarantee of capital funding being available to support the Institute, and bids must be submitted with this in mind.



Quality assurance and performance evaluation

- The Institute will be subject to quality assurance and evaluation from the Department in addition to external organisations, in the same way as other ITT providers and ECF and NPQ Lead Providers. For example, the Institute will be subject to Ofsted inspection, in the same way as other ITT providers currently are.
- The Department will generally monitor quality in content development, training delivery and ongoing contractual requirements.
- For research and best practice, the Institute will be required to secure independent quality assurance before submitting research to the Department. Full details of this will be included in the invitation to tender pack.



Part 5: The planned procurement process and commercial model



Commercial headlines

- Competitive Procedure with Negotiation procurement
- Model Terms Framework Agreement with Call-Off Procedure
- Anticipated Framework Agreement Award - January 2022
- First Call-Off for Services estimated as early 2022
- Anticipated Framework Agreement term will be no more than four (4) years, though Call-Offs may extend beyond that



Commercial model: the Framework Agreement and Call-Off procedure

Framework Agreement:

- Based on model services terms with Direct Award Call-Off Procedure for Services.
- Payment for Establishment & Mobilisation (including set-up activity relating to ECF and NPQ programmes) to be made under Framework Agreement based on achievement of Milestones.

Model Call-Off Contracts:

Exemplary delivery of ITT, the ECF and NPQs:

- Model Call-Offs to cover annual cohorts
- Payments for ECF and NPQ participants based on outputs and service fees
- Schools can also Call-Off for NPQ self-funded teachers

Services relating to developing and sharing best practice in teacher development:

- Call-Offs to individual or packages of work
- Payment model to be outlined in the tender documents



What happens after the Framework Agreement expires?

- It is anticipated that the Framework Agreement will last up to four (4) years, with Call-Off orders potentially running over an initial three-year term. The Department may extend the Call-Off orders by up to a further three (3) years.
- At the end of the Framework Agreement period, we do not expect to re-procure for this opportunity – though we would not rule out doing so.
- While it will no longer have contractual obligations to the Department at this point, we anticipate that the Institute may look to continue providing exemplary delivery of the teacher development pathway, as well as supporting other organisations to understand and implement best practice in teacher development delivery.
- The Institute may do this by exploring future opportunities to deliver training programmes on a similar contractual footing to others (e.g. ECF and NPQ Lead Providers). It may also look at alternative income sources for its research and evidence function.



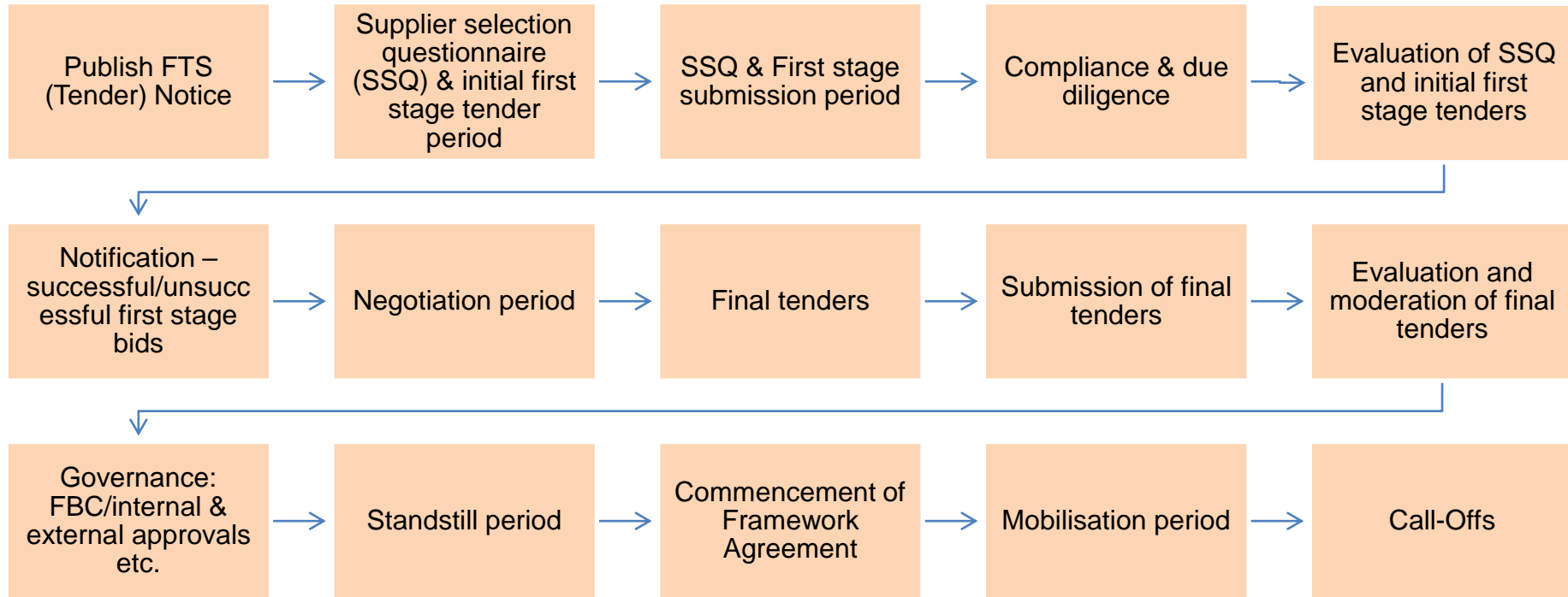
Example tendering requirements

Potential Supplier's tender submission is *anticipated* to consist of:

- Completed Supplier Selection Questionnaire (SSQ)
- Proposals in tenders will be detailed responses to a series of quality questions (including delivery of Social Value)
- Proposals in tenders will be subject to negotiation
- Commercial Offer in the form of a written response and costed pricing schedule
- Tenders can be refined and improved prior to submission at best and final offers



The procurement process: Competitive Procedure with Negotiation stages



Indicative commercial timescales

Date	Activity
Jan 21	Early market engagements events
Apr 21	Tender is launched. It will be open for ~4 weeks
May 21	Tender period closes. Submission of SSQ & First Stage Tenders
Jul 21	Negotiation period commences
Aug-Sep 21	Final Stage tender, open for ~3 weeks
Jan 22	Framework Agreement award Set-up and mobilisation period begins

We welcome your feedback on these commercial timescales. Please complete the follow-up questionnaire on Jaggaer to provide your views.




Jaggaer: E-procurement system guidance

- Before you can access the Invitation to Tender you will need to register on the DfE e-Tendering portal, Jaggaer.
- This is also where you can ask us questions, provide feedback through our follow-up questionnaire, and see answers to others' questions.
- This registration takes a matter of minutes.
- You start by accessing <https://education.app.jaggaer.com/web/login.html>



Jaggaer: E-procurement system registration page

education.app.jaggaer.com/web/login.html

 Department for Education

[Procurement at DfE](#)

[Crown Commercial Service](#)

[Contracts Finder](#)

[Tenders Electronic Daily \(TED\)](#)

Welcome to the DfE eTendering Portal

This website provides a suite of collaborative, web-based tools that enable procurement professionals and suppliers to conduct the strategic activities of the procurement lifecycle over the internet.

It provides a simple, secure and efficient means for managing tendering activities reducing the time and effort required for both buyers and suppliers.

[Click here to register!](#)

[Click here for details on how to register](#)

Opportunities and notices

[View Opportunities](#)

Login

username

.....

Enter

[I cannot access my account](#)

Need assistance?

Please contact our eTendering helpdesk:

Phone:
0800 069 8630
+44 203 608 4013

E-mail:
help_UK@jaggaer.com

[Contact us](#)

Registration Access

WARNING: Do not proceed if you are not an Authorised User. This application is protected by appropriate security measures. Access to and use is restricted to Authorised Users only. Any attempt to use this system in a manner not authorised or any attempt to alter, destroy or damage any Information contained within it may constitute a breach of the provisions of the Computer Misuse Act 1990 and/or other legislation and shall leave the user liable to both criminal and civil proceedings. It is strictly forbidden to attempt to access this system using any third party's logon identity. Anyone using this system consents to active monitoring for security policy compliance purposes.


JAGGAER System Requirements



Jaggaer: E-procurement online registration form

education.app.jaggaer.com/esop/toolkit/initRegistration.do?_ncp=1578483056870.532238-2

11:30 WET - Western Europe Time English Help

 Department for Education

Registration Data

Registration Data > Basic Profile Forms > My Category Selection > Registration Confirmation

Save Close

Reset

Organisation Details

* Organisation Name	<input type="text"/>
* Country	UNITED KINGDOM
* Address line 1	<input type="text"/>
* City	<input type="text"/>
* State/County	---
* Postal Code	<input type="text"/>
UK Provider Reference Number (UKPRN)	<input type="text"/>
* Main Organisation Phone Number	<input type="text"/>

User Details

Title	---
* First Name	<input type="text"/>
* Last Name	<input type="text"/>
* Phone Number	<input type="text"/>



What organisations must not do

- Canvass help, assistance or opinion on the tender or the procurement process in general from any DfE employee or other Government Department, Agency or Non Department Public Body other than through the e-Tendering portal message board.
- Engage in anti-competitive behaviour or collusion.
- Submit a partially completed first stage and/or final stage tender as this will not be evaluated.
- Submit a first stage and/or final stage tender after the closing date and time.



Part 6: Next steps



What happens next?

- We recommend that you register your interest on the Jaggaer e-Tendering portal to access the Institute listing. This will be available from **22nd January** on the 'View Opportunities' page (see screenshot on next slide).
- Questions can be submitted through Jaggaer. This is also where the market engagement presentation, and any questions received, will be published.
- We are eager to gather your views on the Institute proposal and how it might work – a short questionnaire will be published on Jaggaer for you to submit your feedback.
- Email addresses of attendees will be shared after this event. This will enable organisations to discuss potential opportunities to work together to establish and run the Institute. Please contact mailbox.instituteofteaching@education.gov.uk by 25 January if you do not want your details to be shared.
- The invitation to tender is expected to be issued in **April 2021**.



Where you will find this opportunity on Jaggaer from 22nd January

The screenshot shows the Jaggaer eTendering Portal for the Department for Education. The page layout includes a header with the Department for Education logo and name. On the left, there is a navigation menu with links for 'Procurement at DfE', 'Crown Commercial Service', 'Contracts Finder', and 'Tenders Electronic Daily (TED)'. The main content area features a 'Welcome to the DfE eTendering Portal' section with a brief description of the portal's purpose and a 'Click here to register!' button. Below this is a section titled 'Opportunities and notices' with a link 'View Opportunities' circled in red and pointed to by a red arrow. On the right side, there is a 'Login' section with input fields for 'username' and a password, an 'Enter' button, and a link for 'I cannot access my account'. Below the login section is a 'Need assistance?' section with contact information for the eTendering helpdesk, including phone numbers and an email address. At the bottom of the page, there is a 'WARNING' section and the Jaggaer logo with 'System Requirements' text.

education.app.jaggaer.com/web/login.html

Department for Education

Procurement at DfE

Crown Commercial Service

Contracts Finder

Tenders Electronic Daily (TED)

Welcome to the DfE eTendering Portal

This website provides a suite of collaborative, web-based tools that enable procurement professionals and suppliers to conduct the strategic activities of the procurement lifecycle over the internet.

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Opportunities and notices

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Need assistance?

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help_UK@jaggaer.com

[Contact us](#)

WARNING: Do not proceed if you are not an Authorised User. This application is protected by appropriate security measures. Access to and use is restricted to Authorised Users only. Any attempt to use this system in a manner not authorised or any attempt to alter, destroy or damage any Information contained within it may constitute a breach of the provisions of the Computer Misuse Act 1990 and/or other legislation and shall leave the user liable to both criminal and civil proceedings. It is strictly forbidden to attempt to access this system using any third party's logon identity. Anyone using this system consents to active monitoring for security policy compliance purposes.

JAGGAER System Requirements



**Thank you for attending this
market engagement event**



Department
for Education