

MAYOR OF LONDON

The Mayor's European Social Fund (ESF) 2019- 2023 Programme

Volume 2, Annex 4 – Specification

Lot 4: English for Speakers of Other Languages (ESOL) -
Practitioners



European Union
European
Social Fund

COPYRIGHT

**Greater London Authority
December 2018**

Published by
Greater London Authority
City Hall
The Queen's Walk
More London
London SE1 2AA
www.london.gov.uk

CONTENTS

1.	Project Specification – ESOL Practitioners	2
1.1	Project Overview	2
1.2	Background	3
1.3	Objectives	4
1.4	Project Specific Eligibility and Target Groups	5
1.5	Geography	6
2.	Service Requirements	8
2.1	Project Deliverables – Expected Stages	8
3.	Budget and Payments	11
3.1	Overall budget framework and parameters	11
3.2	The Payment Model	11

1. Project Specification – ESOL Practitioners¹

1.1 Project Overview

This £2m Project will support existing ESOL practitioners without a Level 3² teaching qualification to progress in their ESOL teaching careers by providing structured training and support and access to expert coaches and professional networks. Improved availability of quality ESOL teaching and basic literacy skills are strategic needs for London in a context where skills shortages are expected to worsen following Brexit. Londoners without competence in English are known to be hindered in their ability to integrate, find work, mix with others and participate in community life. This Project seeks to expand availability and improve the quality of ESOL, particularly to disadvantaged groups, and will target existing ESOL teachers working in community settings on a voluntary basis, or currently in unstable employment. This four-year Project will run from August 2019 to August 2023.

- Key activities: support attainment of at least two units of eligible Level 3/4 qualifications; provide access to expert coaches; provide access to networking and other support to improve working conditions and career progression
- Target Groups: volunteer or employed (including self-employed) ESOL teachers without level 3 teaching qualifications
- Funding: £2m
- A single contract will be awarded for this Project
- Geographical focus: A minimum of five London boroughs
- Primary Result: At least 780 Participants gain a minimum of 2 units of eligible³ level 3-4 qualifications

¹ To be read in conjunction with the Mayor's ESF 2019-23 Programme Specification

² See specific definition and exclusions in section 1.4 below

³ Eligible qualifications include (but are not limited to): Teaching Literacy (Level 3 Award in English for Literacy and Language Teaching); Teaching Adults (Level 3 Award in Education and Training/Level 4 Certificate in Education and Training)

1.2 Background

Over half of the country's ESOL provision is delivered in London⁴, and the Mayor has made it a priority for Londoners to have access to the provision they need to develop their English language skills. With the impending withdrawal of the United Kingdom (UK) from the European Union, there will be greater employment opportunities for those who develop English language and basic digital skills in the post-Brexit economy. London's skills system will need to be better equipped to ensure maximum competence in the English language for all Londoners in order to fill potential skills shortages. Being able to speak English is crucial for accessing employment in London and brings with it other associated benefits including independence, confidence and self-determination.

Research has identified that there is a high level of demand for provision at lower Entry and pre-Entry Levels. In 2016/17, over 57,000 entry level ESOL achievements were delivered, but providers report continued significant oversubscription of courses.

Support for ESOL has eroded in a number of ways since 2009,⁵ including less overall funding, fewer progression opportunities, reduced requirements for qualifications, more unstable, part time and casual provision. The current lack of more qualified teachers, of support for lower-qualified teachers to progress, and the widespread (and growing) use of zero hours contracts combine to constrain ESOL capacity in London and work against a stable, knowledgeable teaching profession. Better qualified teachers are particularly important where the need is not only for basic English ability, but also for associated literacy, numeracy and digital skills. It is particularly difficult for practitioners working in community settings to access the necessary upskilling opportunities to develop these job specific skills.

In England, opportunities for ESOL practitioners to develop their expertise are limited. Since 2013, there is no longer a statutory requirement for Further Education ESOL teachers in the UK to have (or be working towards) a recognised subject-specific teaching qualification.⁶ This de-professionalisation of ESOL practitioners coupled with funding cuts to ESOL has meant that there is a skills gap at providing basic literacy support and the sector has limited capacity to address this. Without funding, it is likely that the quality of teaching and learning in ESOL will suffer, in turn, reducing the effectiveness of provision needed to support learners to access jobs and integrate into wider society. This Project will address this gap and support practitioners to develop their professional skills. In particular,

⁴ Learning and Work Institute (2017) Mapping ESOL in London

⁵ GLA analysis of ESOL funding data in Foster, D. and Bolton, P. (2017) Adult ESOL in England. London: House of Commons Library; DEMOS (2014) On Speaking Terms

⁶ DEMOS (2014) On Speaking Terms

practitioners working in a community setting, who often work with the most vulnerable learners, will get essential support to develop their expertise.

Smaller community and migrant-led organisations often provide informal ESOL support to learners with low-levels of English and are experts in engaging members of their community who can be isolated or classed as 'hard to reach'. This includes learning where new knowledge and skills are acquired in the course of participating in activities which may not have an explicit learning objective. Improving the expertise of practitioners working with these groups will also have social integration benefits, improving local organisational capacity at the same time as enabling learners to participate more fully in society.

In an increasingly digital economy, upskilling and capacity building activity for practitioners, should also include a focus on supporting digital inclusion and developing basic digital skills. This will support social integration outcomes among ESOL learners, as low levels of literacy are strongly linked to digital exclusion.

Supporting ESOL practitioners to gain technical and job specific skills, including developing skills in leadership, coaching and mentoring, will also help them to improve the overall quality of local ESOL provision. These higher-level skills are necessary to improve Participants' expertise in teaching, engaging them in lifelong learning and supporting them to gain qualifications and progress into more secure and higher paid work. It could also help to improve employment retention in the London ESOL market, upskill Participants to provide mentoring support to the large number of volunteers delivering ESOL in London, and, support language learning more effectively.

1.3 Objectives

The overall aim of this Project is to:

Improve the basic English language, literacy and digital skills of Londoners who lack them by increasing the supply of ESOL teachers with relevant Level 3 qualifications and above.

The objectives are to:

- Support a minimum of 780 Participants to gain a minimum of 2 units of eligible Level 3/4 qualifications
- Support Participants to continue upskilling and progress to further qualifications after leaving the Project
- Improve the flow of information, advice and support available to ESOL teachers in London by supporting development and maintenance of professional networks in London between organisations and qualified ESOL teachers
- Incorporate digital skills alongside literacy in the model of ESOL promoted through professional development

- Promote the development of ESOL practitioners to have a wider range of professional skills including leadership, coaching and mentoring and working with volunteers
- Bring out the expertise in ESOL teaching and specific subjects from within and outside the education system
- Improve the security, stability and sustainability of employment and self-employment opportunities for ESOL teachers
- Support the role of local voluntary and community organisations in ESOL provision, including developing their capacity, providing learning venues and routes to participation in community and social activities and supporting volunteer ESOL teachers to access networks and resources.

1.4 Project Specific Eligibility and Target Groups⁷

Eligible Participants will be:

- Aged 18+
- Existing ESOL Practitioners
- Delivering ESOL provision to London learners (those who live or work in London) in a face-to-face context.
- Earning below the London Living Wage (LLW)⁸

At least 60% of Participants must be delivering ESOL in a community-based setting (not solely in a formal education setting such as an FE college).

Definitions

Eligible ESOL Practitioners are;

1. Volunteer or employed (including self-employed) ESOL practitioners, who do not already have:

- Qualified Teaching Status (QTS),
- Newly Qualified Teaching status (NQT), or
- a professional teaching qualification at level 3 or above such as: Diploma in Teaching in the Lifelong Learning Sector (DTLLS), Certificate in Teaching in the Lifelong Learning Sector (CTLLS), Preparing to Teach in the Lifelong Learning Sector qualification (PTLLS) or Certificate in Further Education Teaching (7407), etc.

⁷ Please also see the requirements outlined in section 2.4 of the ESF Programme Specification and relevant sections of the Evidence Handbook.

⁸ For the purposes of this Project LLW is assessed on an annual basis – please see the Evidence Handbook section for further information.

OR

2. Volunteer or employed (including self-employed) ESOL practitioners who do not have any qualifications at Level 3.

IMPORTANT NOTES:

- The Project does **not** exclude those with qualifications (at Level 3 or above) for teaching English as an additional language e.g. Teaching English to Speakers of Other Languages (TESOL), Certificate in Teaching English to Speakers of Other Languages (CELTA), etc.
- Please see section 1.5 regarding the expectation that although recruitment activities will specifically target eligible people working in the geographical area described within the Project application, in practice, any eligible person living or working in London who wishes to participate can be supported.

The Project should aim to recruit, as a minimum, proportions of Participants from the Equality Groups set out below.

Equality Groups	Programme Target (%)
Female Participants	51%
Participants from ethnic minorities	43%
Participants aged 50+	15%
Participants with disabilities or health conditions	7%

Bidders must describe how they will identify, recruit and support eligible Participants from these groups, taking into account any barriers to participation.

1.5 Geography

The contract area for the Project should cover a minimum of 5 boroughs, which demonstrate a clear demand for pre-Entry level and/or basic literacy provision.

Although recruitment activities will specifically target eligible people working in the geographical area described within the Project application, in practice, any eligible person living or working in London who wishes to participate can be supported.

2. Service Requirements

2.1 Project Deliverables – Expected Stages

The GLA considers successful delivery will incorporate the stages and activities outlined within the table below.

Bidders must demonstrate how they will meet specific criteria. However, there is an expectation that bidders will choose how they deliver their Project, bringing their expertise and a unique approach to delivery.

Stage	Activity
Identify and recruit suitable Participants	<p>ESF Providers will need to work closely with organisations and colleges providing ESOL to incorporate a number of possible referral routes into the Project. These must include effective ways in which to reach marginalised communities where English language learning may be taking place outside formal systems. Organisations could include, but need not be limited to:</p> <ul style="list-style-type: none"> • Local authorities • VCS organisations working with and formed by migrants and refugees, community centres and hubs • Adult and Community Learning Services • FE Colleges • Family learning services • Schools and children's centres • Libraries • Health services • Other ESF Projects, particularly those offering ESOL provision • Social landlords • Community centres/hubs and locally-based organisations
Needs Assessment and Bespoke Training Plan	<p>ESF Providers must complete a Bespoke Training Plan (BTP) for all Participants as part of their enrolment on the Project. For each Participant, an initial face-to-face assessment must be undertaken to:</p>

Stage	Activity
	<ul style="list-style-type: none"> • Establish the Participant's work-related aspirations, capabilities and learning needs; • Identify any barriers to accessing the services provided through the Project (such as timings, childcare or travel costs) and offer support to overcome these barriers; • Establish a set of development objectives <p>These BTPs will be used to develop and deliver structured training towards Level 3 and 4 units in Education and Training, Literacy and Language teaching and coaching and mentoring. They may also include digital or numeracy skills in an ESOL context.</p>
Coaching sessions	<p>Participants should be supported to attend a minimum of five coaching sessions (minimum 7.5 hours across 5 sessions), delivered by 'expert practitioners', who would be existing leaders in the education sector with relevant knowledge, skills and English language teaching experience.</p> <p>Sessions may be group based but must include opportunities for individual one to one support for Participants with expert practitioners. Each Participant should receive a minimum of two hours one to one support.</p> <p>ESF Providers are expected to work with practitioners to identify curriculum areas and teaching practices, which best meet the needs of Participants with low-level literacy skills, and relate these to gaps in practitioner knowledge and teaching skills.</p> <p>This will highlight specific areas for skills development and allow for more targeted training, support and incorporation of learnings into practice. Coaching is a broad concept and might include, for example, observation of Participants teaching classes or active in community settings.</p>
Training towards qualifications	<p>ESF Providers should encourage Participants to progress onto achieving full qualifications beyond the Project. This might include partnering with higher level skills providers to offer tailored progression routes.</p>

Stage	Activity
Networking events/sharing best practice	<p>Events to facilitate networking and share best practice between Participants and the wider ESOL sector should be hosted. These should support sustainable ESOL practitioner networking opportunities and engage with appropriate organisations to support best practice and the disseminating of learning.</p> <p>They may also include practical aspects of career progression, for example, recruitment opportunities or other forms of support such as for ESOL provision through self-employment, social enterprise, co-operative, or SME formation.</p>

3. Budget and Payments

3.1 Overall budget framework and parameters

The budget allocated for the work described in this specification is £2m. One contract will be awarded.

Available budget	Primary Result
£2m	A minimum of 780 Participants gaining at least 2 units of eligible ⁹ level 3 – 4 qualifications.

3.2 The Payment Model

Payments will be made on the achievement of results set for each Participant who progresses through the key stages of the Project. All payments are based on a model which reflects the payment stages indicated in the table below.

Anticipated Proportions of Funding for Trigger Payment Activities	
Input/Output/Results	% of payment
Advance payment (to be reclaimed from Participants gaining at least 2 units of qualifications at Level 3 – 4)	10%
Participants starting on the Project	30%

⁹ Eligible qualifications include (but are not limited to):

- Teaching Literacy (Level 3 Award in English for Literacy and Language Teaching)
- Teaching Adults (Level 3 Award in Education & Training/Level 4 Certificate in Education & Training)

If the appointed provider wishes to deliver other relevant qualifications, they must present a rationale to the GLA and receive sign off.

Participants attending a minimum of 5 coaching sessions (comprising at least 7.5 hours which includes a minimum of 2 hours of one to one support)	30%
Participants gaining at least 2 units of qualifications at Level 3 – 4	40%

By completing the Payment Trigger Calculator (PTC)¹⁰, bidders will be able to determine the value that they are paid for each individual output by selecting the volume of Participants whom they think will engage at each paid stage of delivery.

¹⁰ Please also see the requirements outlined in section 4 of the ESF Programme Specification, paragraph 179 of the Delivery Handbook, and Volume 4, Annex 16.1 of the Tender.

Other formats and languages

For a large print, Braille, disc, sign language video or audio-tape version of this document, please contact us at the address below:

Greater London Authority
City Hall
The Queen's Walk
More London
London SE1 2AA

Telephone **020 7983 4000**
www.london.gov.uk

You will need to supply your name, your postal address and state the format and title of the publication you require.

If you would like a summary of this document in your language, please phone the number or contact us at the address above.