



Department  
for Education

# **Teaching School Hubs Delivery Handbook**

**Guidance for Teaching School Hubs in  
the Academic Year (AY) 2025/26**

**July 2025 v1.0**

# Contents

<b>Summary</b>	<b>4</b>
About this guidance	4
Review date	4
<b>1. Introduction</b>	<b>5</b>
<b>2. Key dates</b>	<b>6</b>
<b>3. Teaching School Hub role</b>	<b>7</b>
<b>Delivery of the Early Career Training Programmes</b>	<b>8</b>
Overview	8
TSH role	8
<b>Delivery of National Professional Qualifications</b>	<b>9</b>
Overview	9
TSH role	9
<b>Delivery of Initial Teacher Training</b>	<b>10</b>
Overview	10
TSH role	10
Further information	10
<b>Appropriate Body</b>	<b>11</b>
Overview	11
TSH role	11
<b>Continuous Professional Development</b>	<b>13</b>
TSH role	13
<b>Regional Improvement for Standards and Excellence Teams</b>	<b>14</b>
Overview	14
TSH role	14
<b>4. Reporting and monitoring</b>	<b>15</b>
Delivery Plans	15
Reporting	15
Annual Review	15
On-going Review of Designation	16
Review of Designation panel process	16
Voluntary withdrawal	17
De-designation	17
TSH Monitoring and Evaluation	19
<b>5. Grant Payment and Assurance</b>	<b>20</b>

TSH core grant	20
Allowable/Unallowable Expenditure	20
Financial Monitoring and Reporting	22
Termly reporting (including audit sample)	22
Annual Grant Assurance	23
<b>6. TSH support.....</b>	<b>25</b>
<b>7. Key contacts .....</b>	<b>26</b>
<b>Annex A: Further information on ITT .....</b>	<b>27</b>
<b>Annex B: Delivery planning checklist for TSH AB services .....</b>	<b>28</b>
<b>Annex C: Flowchart of who you can deliver AB services to .....</b>	<b>30</b>
<b>Annex D: KPIs and Reporting (AY 2025/26).....</b>	<b>31</b>
<b>Annex E: Teaching School Hub (TSH) Annual School Leader Satisfaction Survey – Sample Questions.....</b>	<b>48</b>
<b>Annex F: TSH Core Grant - Allowable expenditure – examples .....</b>	<b>50</b>

# Summary

## About this guidance

This publication provides non-statutory guidance from the Department for Education (DfE). It has been produced to provide useful information and guidance to **Teaching School Hubs (TSHs) during the delivery phase for AY 2025/26.**

**To note AY denotes academic year.**

## Review date

This guidance is due to be reviewed and updated annually.

## 1. Introduction

- 1.1 As a Teaching School Hub (TSH) you are critical to ensuring that every school in the country has the opportunity to access high quality development and support for teachers and leaders.
- 1.2 You play a significant role in delivering Initial Teacher Training (ITT), Early Career Training Programmes, National Professional Qualifications (NPQs) and the appropriate body (AB) role.
- 1.3 This handbook is designed to provide useful information and guidance for delivery for AY 2025/26. As such it may be revised with relevant information on the TSH role where necessary, including in response to feedback from TSHs.

## 2. Key dates

2.1. The table below provides key dates to support you in your planning. Please note that the dates included are indicative and the TSH Delivery Team will provide specific deadlines as required, in advance.

<b>September 2025</b>	<ul style="list-style-type: none"><li>• AY 2025/26 Delivery Plan commissioned.</li><li>• TSHs begin AY 2025/26 delivery.</li><li>• TSH AY 2024/25 Term 3 reporting commissioned (finance and delivery) for the period 1 April – 31 August 2025.</li></ul>
<b>October 2025</b>	<ul style="list-style-type: none"><li>• AY 2024/25 grant funding Annex G commissioned (TSH core grant and ITT Strategic role funding).</li></ul>
<b>December 2025</b>	<ul style="list-style-type: none"><li>• AY 2024/25 grant funding Annex G deadline.</li></ul>
<b>January 2026</b>	<ul style="list-style-type: none"><li>• AY 2025/26 Term 1 reporting commissioned (finance and delivery) for the period 1 September – 31 December.</li></ul>
<b>April 2026</b>	<ul style="list-style-type: none"><li>• AY 2025/26 Term 2 reporting commissioned (finance only) for the period 1 January – 31 March.</li></ul>
<b>Summer 2026</b>	<ul style="list-style-type: none"><li>• AY 2026/27 Delivery Plan commissioned.</li><li>• AY 2026/27 Delivery Plan approval by the department.</li></ul>

### 3. Teaching School Hub role

- 3.1. TSHs are school-led centres of excellence in professional development, run by schools that demonstrate high-quality teaching and continuous improvement, not just for their own school or MAT, but also in other schools. Each TSH serves a designated area of the country, ensuring schools of all types and phases have easy access to support.
- 3.2. Each level of professional development – initial teacher training, early career support, specialisation, and leadership – is underpinned by content frameworks that build on and complement one another. The frameworks have been independently reviewed by the Education Endowment Foundation (EEF) to ensure they draw on the best available evidence.
- 3.3. The frameworks are translated into curricula through the national professional development infrastructure made up of Lead Providers and Delivery Partners, responsible for designing and delivering training to teachers and leaders. As a TSH, you are at the heart of this infrastructure.
- 3.4. TSHs can be searched for using the ‘Find a teaching school hub’ tool on [GOV.UK](https://www.gov.uk). To update the information for your TSH please contact [teachingschool.hubs@education.gov.uk](mailto:teachingschool.hubs@education.gov.uk).
- 3.5. The national coverage of the TSH programme means you will be at the forefront of delivering high quality training and professional development, providing support for teachers at every stage of their career through raising teaching standards. The key activities you will undertake as a TSH include:
  - Delivery of ITT;
  - Delivery of Early Career Training Programmes;
  - Delivery of NPQs;
  - Providing AB services for early career teachers (ECTs);
  - Signposting other Continuing Professional Development opportunities that are available through DfE approved training programmes and working with Regional Improvement for Standards and Excellence (RISE) teams to assist the effective delivery of RISE support, where required.
- 3.6. The following section provides a brief overview of the department’s expectations of you in the delivery of the above remit and will provide links to GOV.UK pages where the latest on these policy areas will be available. As always, we will continue to update TSHs as needed through our regular communication channels, including webinars, monthly bulletins and ad hoc communications where necessary.

# Delivery of the Early Career Training Programmes

## Overview

- 3.7. Early career teachers are entitled to 2 years of training. Further information is available at [Induction, training and support for early career teachers \(ECTs\) - GOV.UK](#).
- 3.8. From September 2025, building on the Early Career Framework, the department is introducing the Early Career Teacher Entitlement. The Early Career Teacher Entitlement will revise and improve the delivery of what we formerly referred to as the ECF programme, maintaining the grounding in evidence, to ensure the highest standards of professional development for new teachers. Further information is available at [Early career teacher entitlement \(ECTE\) support - GOV.UK](#).

## TSH role

- 3.9. You will partner with at least one of the organisations designated as a Lead Provider, agree targets and deliver Early Career Training Programmes for ECTs and Mentors based on the [Initial Teacher Training and Early Career Framework](#).



# Delivery of National Professional Qualifications

## Overview

3.10. National Professional Qualifications (NPQs) are designed to provide training and support for education professionals at all levels and deliver improved outcomes for young people. They have been designed with professionals in mind, using the latest and best available evidence, can be completed flexibly around existing commitments, and are designed to allow for practical implementation in settings across the country.

3.11. Further information can be found at [National professional qualification \(NPQ\) courses - GOV.UK](#).

## TSH role

3.12. You will partner with at least one of the organisations that have been designated as a Lead Provider, agree targets and deliver NPQs.

3.13. For the NPQ in Leading Primary Mathematics, you should continue to work collaboratively with Lead Providers and Maths Hubs to deliver the NPQ.

3.14. We recognise there are a variety of ways in which TSHs and Maths Hubs can work together, for example, a TSH may take a lead role on recruitment and the Maths Hub may lead on programme delivery, or vice versa. Both TSH and Maths Hubs can explore working in a way that most suits their delivery model.

3.15. The department encourages TSHs and Maths Hubs to collaborate in the following ways:

- They will promote the NPQ opportunity to the schools in the TSH area drawing on their knowledge of the schools' involvement with teaching for mastery and wider participation in NPQ programmes.
- They will identify appropriate personnel for cohort leadership and facilitation drawing on their knowledge of the expertise and capacity of individuals already working with the Maths Hub and TSH.
- Once personnel are identified and agreed, service level agreements will be established directly with their institutions, or personally, as appropriate.
- Maths Hubs will ensure that neighbouring Maths Hubs are kept up to date with details of participation where TSH areas cross Maths Hub boundaries.

# Delivery of Initial Teacher Training

## Overview

- 3.16. Organisations involved in initial teacher training (ITT) have the flexibility to form partnerships in which they share knowledge, experience, and resources to support delivery and help retain existing talent and expertise in the sector.
- 3.17. Each partnership arrangement is unique to the organisations involved, their local or regional circumstances, and their ultimate aims and ambitions over time.
- 3.18. Partnerships can take various forms, from simple collaborations between two or three organisations to more extensive networks with multiple partners. Partnerships can form between:
- accredited ITT providers
  - lead partners
  - placement schools
- 3.19. Organisations can only provide courses that lead to a recommendation for qualified teacher status (QTS) if accredited by the department.

## TSH role

- 3.20. All TSHs are expected to be acting as either an accredited ITT provider or lead partner.
- 3.21. The department expects that all TSHs will: recruit trainees as agreed with their accredited ITT provider or as the accredited ITT provider; deliver courses on behalf of their accredited ITT provider or as the accredited ITT provider, and those courses are inspected by Ofsted (as part of the accredited ITT provider's inspection, with the inspection outcome resting with the accredited provider).
- 3.22. TSHs must have a good understanding of the ITT offers that are available in their area and be able to support schools in accessing the ITT offer that is appropriate for them.

## Further information

- 3.23. Further information on ITT funding can be found at [Funding: initial teacher training \(ITT\), academic year 2025 to 2026 - GOV.UK](#).
- 3.24. Further information on Teacher Training Advisers (TTA), DfE apply, DfE register, subject knowledge enhancement (SKE), ITT criteria and supporting advice, and Teacher Recruitment Bulletin (TRB) can be found in [Annex A](#).

# Appropriate Body

## Overview

- 3.25. ABs play a key role in statutory teacher induction, and all schools that offer a statutory induction are required to appoint an AB for each ECT before they start induction.
- 3.26. The role of ABs is set out in [regulations](#) and [statutory induction guidance](#). The additional [AB guidance](#) outlines in more detail the AB roles and responsibilities and shares and encourages good practice regarding how ABs might deliver their role. The AB guidance includes several optional example forms which will provide a clear guide to the type and extent of evidence that ABs are expected to collect from schools.
- 3.27. A checklist of AB service requirements and additional prompts and questions to help TSHs plan how they might choose to deliver AB services can be found in [Annex B](#) of this handbook.

## TSH role

- 3.28. TSHs are required to provide AB services to meet local need. Assessment of local need should be reviewed and updated on a regular basis to ensure your delivery plan demonstrates that you are providing services to meet current and anticipated future. This includes demand for AB services from schools accessing the provider led DfE-funded ECTE, schools using DfE accredited materials, or those creating their own induction programme based on the ITTECF. Schools that are not on the provider led route will require fidelity checking as part of their AB services.
- 3.29. It is expected that TSH ABs should accept all ECTs when approached for the provision of AB services to schools in their region regardless of the induction routes the ECTs are on or the type of school they are from, including independent schools. If due to the increased demand resulting from the 2024 AB reforms, where TSHs became the main provider of AB services, you are currently unable to take on any new ECTs, then you should help the schools that have approached you to find alternative provision with a neighbouring TSH AB as a temporary capacity back stop. Please contact your LRO for further guidance if you have any concerns about your capacity to meet local demand for AB services in your region.
- 3.30. Registration with an AB for induction is separate to schools signing up for Early Career Training Programmes. All ECTs must be registered with their AB before they start or continue with induction (if changing schools/ABs), as statutory induction cannot start or be counted as time served until that AB registration is in place. The registration date must be the date that the AB formally agreed with the headteacher/principal to act as an AB for an ECT or ECTs within the school. ABs must then ensure that these AB registrations are confirmed promptly with the DfE via the [Record Induction as Appropriate Bodies service](#) in line with the DfE's claims deadlines.

- 3.31. To support TSHs in their role as the AB, DfE Teacher CPD digital team has developed a service that will allow nominated admin users to see the details of ECTs where the TSH has been indicated as the AB on DfE [manage training for early career teachers service](#).
- 3.32. Nominated admin users will be able to match the information DfE hold against their own data and check for discrepancies. They will also be able to see any ECTs that DfE have listed for training based on the ITTECF but not as being registered for induction and in this instance, we recommend that ABs check with the schools in their area who have registered these ECTs for the training that their inductions are also registered with an AB for induction.
- 3.33. The regulations place conditions on TSHs acting as ABs, see [Annex C](#). Please note that the department is keeping the conflict of interest conditions currently in place under review.

# Continuous Professional Development

## TSH role

3.34. TSHs will signpost DfE-approved training programmes, including helping schools to understand where they can access further support for teachers from other DfE-funded hubs, such as subject hubs.

3.35. TSHs should have a good understanding of the local landscape including the other providers operating in their area and as appropriate promote/signpost to schools in their area.

3.36. TSHs should signpost and facilitate communications and networking with:

- DfE-approved programmes
- Subject hubs
- Research Schools
- Regional Improvement for Standards and Excellence (RISE) teams.

# Regional Improvement for Standards and Excellence Teams

## Overview

- 3.37. RISE teams have been formed with an ambition to raise standards for all schools, as part of the government's Opportunity Mission. RISE teams will work with sector partners, including departmental funded programmes such as TSH, to support school improvement across England.
- 3.38. RISE teams are made up of small regional teams of Department for Education officials, supported by appointed RISE Advisers from across the sector.

## TSH role

- 3.39. We do not currently expect there to be a role for TSHs within the **targeted RISE intervention** space, however RISE teams may reach out to a relevant TSH to understand their current relationship with a school identified for targeted RISE intervention and their previous engagement (if any) with the programmes TSHs deliver.
- 3.40. Where training and development of school staff, from teacher trainees through to executive leaders, is identified as a core area of improvement, RISE Teams may wish to discuss with TSHs how the programmes TSHs deliver may fit into the **Universal Support** offer.
- 3.41. All TSHs operate within the parameters of their grant agreements with the DfE. It is vital that any collaboration between TSHs and RISE teams aligns with these agreements to ensure compliance and consistency. RISE teams should not request any activities from TSHs that fall outside the scope of their remit or their Grant Funding Agreements.
- 3.42. Any changes to expectations and ways of working between RISE teams and TSHs will be formally communicated to TSHs through the TSH Policy and Delivery Team's existing communication channels with the TSH network.

## 4. Reporting and monitoring

- 4.1. For the TSH programme to retain its credibility, the department must carefully monitor and review designations.
- 4.2. The department monitors the performance and continued eligibility of TSHs, leading to a combined assessment of delivery, eligibility, and probity as set out in the conditions of designation (CoD) agreement. This will be used to identify TSHs requiring a formal review of designation (RoD) and, if necessary, determine whether the TSH retains its designation.
- 4.3. TSHs should inform DfE within 10 working days of any changes in circumstances or other matters which may affect their ability to perform the role of a TSH, including changes to lead staff, if the Lead School no longer meets one or more of the eligibility criteria or if there are changes to the Trust of the Lead School.
- 4.4. Reporting dates are set out in [section two](#) of this handbook.

### Delivery Plans

- 4.5. You will work with the department to agree a set of KPIs as part of your annual Delivery Plan (see [Annex D](#)). These KPIs set out the agreed remit for your individual TSH and will be used as the basis for monitoring by the department.
- 4.6. Within your Delivery Plan you will provide details of your personnel, QA procedures, predicted expenditure for the year and your Delivery Partners.
- 4.7. We do not expect TSHs to work with schools as Delivery Partners who have a 'Requires Improvement' Ofsted judgement in either or both of the 'Quality of Education' or 'Leadership & Management' sub-categories under the interim Ofsted inspection criteria, or 'Inadequate' across any of the interim 4 sub-categories, unless the TSH is confident that they have the capacity without this having an impact on the school's improvement journey and without it having an impact on the quality of the TSH services and support. TSHs would be expected to monitor this and ensure they have appropriate QA procedures in place.

### Reporting

- 4.8. TSHs report on delivery at the end of terms 1 and 3. You will submit data on the online reporting system against the KPIs agreed in your delivery plan. Between reporting periods, if you have concerns about your ability to meet your targets, or would like to discuss your progress, please contact your LRO by emailing [teachingschool.hubs@education.gov.uk](mailto:teachingschool.hubs@education.gov.uk).

### Annual Review

- 4.9. Following the final reporting date of the AY, an annual review will take place. We will use a combination of elements to review your performance, including KPIs, school performance data and continuing to meet the eligibility criteria and the conditions of designation.

4.10. There will be three possible outcomes following your annual review:

- Where there are no performance concerns, no follow-up actions will be needed.
- Where there are moderate performance concerns, the LRO will work with you to agree remedial actions.
- Where there are significant performance concerns, a Review of Designation (RoD) panel will be convened to discuss TSH status and whether remedial action will be sufficient to improve delivery. The RoD panel will make recommendations to ministers who will take final decisions on de-designation.

### **On-going Review of Designation**

4.11. A RoD panel may also be triggered during the AY where the lead school no longer adheres to the conditions of designation or where there are concerns regarding the quality or capacity of the lead school. This may include, but is not limited to, instances where:

- the lead school no longer meets all elements of the TSH eligibility criteria, including an Ofsted judgement which is below the expected requirements.
  - Following the removal of single headline grade Ofsted judgements in September 2024, and until the new Ofsted inspection criteria is finalised, the RoD process will be triggered when Ofsted judges a lead school as 'Requires Improvement' in either or both of the 'Quality of Education' or 'Leadership & Management' sub-categories under the interim [inspection criteria](#), or 'Inadequate' across any of the interim 4 sub-categories.
- the TSH does not adhere to the conditions of designation, which includes serious misconduct that may bring the programme into disrepute.
- the TSH has significant and sustained under-performance against KPIs.
- the lead school demonstrates impropriety or inadequate controls in its financial management or does not comply with relevant financial reporting or governance requirements.
- there is an ongoing teacher misconduct investigation, leading to formal action by the TRA.

### **Review of Designation panel process**

4.12. TSHs will receive written confirmation when a RoD panel has been triggered.

4.13. Reviews are undertaken with sensitivity to each individual case and the department will work with the TSH to explain the process and afford them reasonable opportunity to provide evidence to the RoD panel.



- 4.14. RoD panels will be chaired by a senior DfE policy official who will make a recommendation to ministers based on the conclusion of the panel. The panel will also consider evidence submitted by the LRO.
- 4.15. Following a RoD panel there are three possible outcomes:
- de-designation;
  - continued designation with conditions or increased monitoring; or
  - continued designation without conditions.
- 4.16. Decisions on de-designation are taken by ministers. The decisions are final and there is no appeals process. Lead schools will receive written notification of the outcome of the ministerial decision following the RoD panel. The department will work with lead schools to agree a timeline for the de-designation process, if that is the outcome decided.

### **Voluntary withdrawal**

- 4.17. TSHs that decide to withdraw voluntarily from the programme must inform the department immediately. The TSH Accountable Person must notify the department of the lead school's intention to withdraw by emailing the TSH team at [teachingschool.hubs@education.gov.uk](mailto:teachingschool.hubs@education.gov.uk).
- 4.18. In the case of voluntary withdrawal from the programme, the TSH shall use reasonable endeavours to give at least one term's written notice of their intention to withdraw, and, in addition, shall make every effort not to withdraw from the programme until a new TSH is appointed to take over the area, and existing delivery and AB commitments are successfully handed over or closed down. The withdrawal notification should include:
- confirmation that the withdrawal decision has been ratified in accordance with the provider's governance arrangements.
  - reasons for the decision.
  - an anticipated date when training programmes will cease.
  - details of the designated point of contact who will co-ordinate the withdrawal process (Withdrawal Manager).
- 4.19. The department will acknowledge receipt of the withdrawal notification. The LRO will arrange an initial risk assessment meeting to discuss the process and provide support as set out in the table below.

### **De-designation**

- 4.20. Lead schools that are de-designated or voluntarily withdraw from the TSH programme must work with the department, within an agreed timeline, to provide appropriate exit and transition plans, and manage any closure activity in an appropriate way.

4.21. The table below summarises the responsibilities of the lead school and the department during the de-designation of a TSH:

<b>DfE responsibilities</b>	<b>Lead school responsibilities</b>
Following the minister's decision, formally notify lead school of decision to de-designate within five working days of RoD panel.	Accountable person must acknowledge the formal notification within two working days from the date of receipt.
Arrange an initial risk assessment meeting to discuss the de-designation process and the next steps.	Attend an initial risk assessment meeting to discuss the de-designation process and next steps.
Inform relevant DfE teams of the intended de-designation.	Inform all trainees and partners of de-designation, ensuring any proposed external communications are shared with the DfE Policy and Delivery Team in advance and approved.
Work with the lead school to agree an appropriate transition plan.	Work with DfE to agree an appropriate exit and transition plan.
Hold review meetings with lead school to agree and monitor appropriate transition plans.	Actions will be agreed during review meetings to ensure continuing compliance throughout the de-designation process.
Provide support during the de-designation process.	Complete all actions, as stipulated by DfE during the de-designation process.
LRO will discuss and agree the best date for de-designation with the lead school.	Continue to adhere to the CoD throughout the de-designation process and maintain high-quality provision until the agreed de-designation date.
LRO will continue to support the lead school in their delivery of TSH programmes and answer any relevant queries until the agreed de-designation date.	Continue to meet your KPIs and fulfil all DfE delivery requests and processes, including delivery and financial reporting, and the completion of the Annex G process.
	Continue to fulfil the contractual obligations and/or memorandums of understanding that are in place with Lead Providers across the programmes delivered (ITT, NPQ and Early Career Training Programmes), and continue to deliver AB services until the agreed de-designation date.

### **TSH Monitoring and Evaluation**

- 4.22. The department may undertake monitoring and/or evaluation of the TSH programme.
- 4.23. TSHs will be required to engage with research and data collection requirements, including sharing relevant administrative data relating to the programme with the department for analysis purposes.

## 5. Grant Payment and Assurance

- 5.1. To enable the department to pay the TSH grant funding you will receive a Grant Offer Letter (GOL) which will include further detail and confirm all funding arrangements relating to the TSH core grant. This will contain a link to [DfE grant funding agreement \(GFA\): terms and conditions](#).
- 5.2. Please note that funding is confirmed to 31 March 2026 and after this point is subject to budget confirmation from the department, as set out in the GOL.

### TSH core grant

- 5.3. Your core funding will be paid termly and in arrears following the submission of actual expenditure figures. Financial reporting on grant claims for terms 1 and 3 will be made through the Online Reporting System and for term 2 you will submit an offline return. It is your responsibility to ensure that you accurately record and check expenditure claims when reporting as TSHs will only be reimbursed on a termly basis. Any requests for additional claims received after the term 1 and term 2 reporting deadlines will not be authorised until the following term.
- 5.4. Following confirmation of your term 3 payment, your Annex G will be commissioned (see [Annual Grant Assurance](#) section). The figure inserted into your Annex G will be the **amount of grant funding reported and reimbursed during the AY**. Please ensure that you accurately record and check your term 3 figure as additional claims may not be authorised once your Annex G has been commissioned.

### Allowable/Unallowable Expenditure

- 5.5. TSH core grant funding is provided to TSHs is to pay for infrastructure costs. The infrastructure costs include funding for staffing and the running of the central TSH infrastructure.
- 5.6. TSH core grant funding should not be used to directly fund the delivery of Early Career Training Programmes and NPQs, as this funding will come from the lead providers to you as their Delivery Partner, through whatever contractual arrangement you have agreed. Similarly, ITT and AB delivery should not be directly funded by the TSH grant, as these are also paid for through other routes (usually fees).
- 5.7. The Teaching School Hub Programme grant funding is provided to cover reasonable infrastructure and administrative costs of operating the Teaching School Hub. Grant funding is not provided to cover delivery activity. Teaching School Hub expenditure should always be cost effective and represent value for money. The below table outlines allowable and unallowable expenditure (see [Annex F](#) for further examples).

Allowable expenditure	Unallowable expenditure
<p>Salary costs for Teaching School Hub infrastructure costs i.e. “back office costs” for those employed in the organisation, administration, and quality assurance of the TSH, including those based at the lead school and in delivery partner schools.</p> <p>Time spent attending DfE meetings relevant to the TSH remit are allowable claims.</p> <p>Apportionment of necessary costs for salary reimbursement for time of non-TSH staff working elsewhere within the school or MAT, providing specialist support e.g. a MAT finance administrator. TSHs must be able to justify the amount of time required from these roles to evidence expenditure appropriately.</p>	<p>Salary costs for the direct delivery (e.g. facilitation) of ITT, Early Career Training Programmes, NPQ programmes and/or AB services.</p> <p>TSH funding cannot be used to fund any activity for which you receive funding from other sources e.g. for ITT, Early Career Training Programmes or NPQ activity where you receive funding from lead/accredited. Similarly, costs associated with the AB role which are chargeable to schools cannot be claimed from the TSH funding.</p> <p>Salary costs must only include time spent on TSH infrastructure related activity. Time spent on other activities such as teaching, learning and development activities not directly related to the delivery of TSH operations, and attending non-TSH related meetings and events cannot be claimed.</p> <p>Estimated costs, accruals and/or costs for TSH activity which has not yet taken place cannot be claimed.</p>
<p>IT support.</p>	<p>IT equipment such as laptops, tablets, printer cartridges, laptop bags and other such equipment.</p> <p>Software including apps*.</p> <p>*Licences/subscriptions for video conferencing and customer relationship management (CRM) platforms proven essential to delivery of the role are permissible.</p>
<p>Travel and essential subsistence expenses whilst undertaking TSH activity. Costs must be proportionate, the most cost-effective and value for money option, and in line with the travel and subsistence policy in the lead school, trust, or LA.</p> <p>A maximum of 5% of the total annual funds may be spent on travel and subsistence.</p>	<p>Alcohol, tips and additional fees e.g., room service.</p>

Engagement and communication costs including digital communications, website or TSH branding development (e.g. logo design, brochures, videography). These activities must be solely related to the TSH branding. A maximum of 5% of total annual funds may be spent on engagement and communication costs.	Media buying (e.g., purchasing advertising space/digital advertising space) or merchandise (including branded) spend. TSHs should not use the word marketing to describe engagement and communication costs. This is to facilitate grant assurance, as DfE grants cannot normally be spent on marketing as it is typically defined.
Hospitality, including room hire and essential catering for events, where necessary for the delivery of TSH operations.	Hospitality, including room hire, and catering for the delivery of networking and events that are funded by other means, cannot be claimed from TSH funding.
	Capital expenditure including purchasing/construction of buildings for TSH use, refurbishment of existing school premises (internal and external), and purchasing equipment for TSH use. Overheads on property (e.g. lighting, heating, rent, telephones including mobile phone costs).

- 5.8. Whilst TSHs are free to make their own decisions about how best to use the grant funding, within the guidance on allowable/unallowable expenditure, as part of our assurance process we will be monitoring expenditure to ensure you are demonstrating value for money.

### Financial Monitoring and Reporting

- 5.9. You will be required to report on TSH core grant funding termly and annually. Reporting dates are set out in [section two](#) of this handbook.
- 5.10. As specified in [DfE grant funding agreement \(GFA\): terms and conditions](#) all financial records pertaining to the annual TSH core grant funding must be kept; this includes details of funding received and disbursed and any income generated from the funded activities. Accounting records include all original invoices, receipts etc.

### Termly reporting (including audit sample)

- 5.11. Each term you will need to submit actual expenditure figures against each budget line below for costs you wish to claim. Claims must only be made for expenditure which has been incurred within the termly reporting dates:
- Administration and financial support
  - Engagement and communication costs\*
  - Hospitality
  - Project/operational management
  - Strategic leadership

- Travel and subsistence\*

*\*A maximum of 5% of total annual funds may be spent on engagement and communication costs and 5% on travel and subsistence.*

- 5.12. You will do this via the online reporting system for terms 1 and 3 alongside reporting on progress against your KPIs and for term 2 you will submit an offline return. Your actual expenditure may differ from your predicted expenditure. As your funding is paid termly and in arrears, if you intend to claim licence/subscription fees, the claim amount must only be for costs incurred within the dates of the termly reporting period.
- 5.13. You should refer to DfE general terms and conditions, funding allocation amounts and TSH programme-specific terms and conditions such as capped categories, contained in your GOL prior to submitting finance reporting. Claims for unallowable expenditure or for amounts which exceed the limit of a capped category will be removed from your claim prior to payment being authorised.
- 5.14. In addition, each term a sample of TSHs will be commissioned to submit evidence of expenditure on behalf of the lead school for the relevant financial reporting period.
- 5.15. TSHs who are selected will be contacted by the department. If selected, you must submit evidence of all actual expenditure for the TSH core grant funding that you wish to claim within each of the categories of allowable expenditure. Full guidance will be provided as part of the commission.

### Annual Grant Assurance

- 5.16. As the TSH lead school and grant recipient (the organisation that entered into the Grant Funding Agreement (GFA)), you will be required to comply with the annual grant assurance process at the end of each AY year by completing an Annex G (i) - Annual Certification of Expenditure and commissioning an independent reporting accountant/auditor to produce a limited assurance report for all grant funding received.
- 5.17. Lead schools will be provided with a pre-populated Annex G certificate and further guidance following payment of the summer term grant. The guidance should be shared with the auditor/accountant commissioned to compile the report.
- 5.18. The signed Annex G certificate, together with the independent reporting accountant/auditor's report, must be returned to the department as part of the grant assurance process. Timelines are detailed below:

Funding Period	Commission date	Return date
AY 2024/25	October 2025	December 2025
AY 2025/26	October 2026	December 2026

5.19. Failure to comply with the grant assurance activity may lead to a delay in subsequent grant payments and future GOLs and may also lead to a review of designation.



## 6. TSH support

- 6.1. Support is available to TSHs from the department and Lead Providers.
- 6.2. Each TSH has an assigned Lead Relationship Owner (LRO) who is a named contact within the TSH team that they may contact by email at: [teachingschool.hubs@education.gov.uk](mailto:teachingschool.hubs@education.gov.uk). Their role is to support you and be the link between you and key policy areas in the department with the aim of making interactions simpler and more effective for you.
- 6.3. TSHs that are also part of academy trusts should have a relevant contact in the Regions Group through their academy trust.
- 6.4. Where there is a change to the TSH Director, to facilitate the role of the new Director, we expect you to provide a thorough handover to include sharing of key contacts, resources and data sets related to the TSH delivery role. To ensure the new TSH Director receives TSH related communications and commissions, you should also inform your LRO about the change, so that our records can be updated accordingly.
- 6.5. The TSH Policy and Delivery Team will facilitate regular engagement sessions for the TSH network, including sharing key policy updates from the department and providing opportunities for TSHs to share best practice. We will also share regular written communications with key information relevant to TSH delivery through bulletins and ad hoc emails where necessary.
- 6.6. TSHs are also encouraged to develop their own networks to share best practice and support, and we know these have been impactful in supporting delivery to date.

## 7. Key contacts

Name	Description
<a href="#">Education Endowment Foundation</a>	<p>The EEF is dedicated to breaking the link between family income and educational achievement. They do this by supporting teachers and senior leaders across the country in using evidence to achieve the maximum possible benefit for young people. They work in partnership with a network of 37 <a href="#">Research Schools</a> across the country.</p> <p>The Research Schools Network is a collaboration between the EEF and the Institute for Effective Education to fund a network of schools which support the use of evidence to improve teaching practice. The network currently consists of 37 schools: 27 Research Schools and 10 Associate Research Schools.</p>
<a href="#">Research Schools</a>	<p>The department encourages collaborative working between Research Schools and TSHs.</p>
<b>School hubs</b>	
Maths hubs	The department encourages collaborative working between TSHs and other departmental hubs, including subject hubs, Career hubs, and Early Years Stronger Practice hubs.
English hubs	
Music hubs	<p>Further information can be found at:</p> <ul style="list-style-type: none"> <li>• <a href="#">Access support from school hubs - GOV.UK</a></li> <li>• <a href="#">Early Years Stronger Practice hubs - GOV.UK</a></li> </ul>
Attendance and Behaviour hubs	
Early Years Stronger Practice Hubs	
Career hubs	
<b>National support</b>	
National Centre for Computing Education (NCCE)	More information on the support available from NCCE is on the <a href="#">Teach Computing</a> website.
National Consortium for Languages Education (NCLE)	More information on the support available from NCLE is on the <a href="#">National Consortium for Languages Education</a> website.
Whole School SEND	The Universal SEND services programme provides SEND-specific CPD to the school and further education workforce. The programme is delivered by Nasen with the support of their Whole School SEND regional leads. Further information is available at: <a href="#">Universal SEND Services   Whole School SEND</a> .

# Annex A: Further information on ITT

## Teacher Training Advisers

The department is keen to build relationships between ITT providers and [Teacher Training Advisers](#) (TTAs), who provide free, one-to-one support to candidates who are applying to ITT. The adviser service supports approximately 25,000 candidates per year. Further information is available at [Teacher training advisers | Get Into Teaching GOV.UK](#) or you can email [ITT-Candidate.SUPPORT@education.gov.uk](mailto:ITT-Candidate.SUPPORT@education.gov.uk).

## Useful links

- [Get Into Teaching | Get Into Teaching GOV.UK](#)
- [Find teacher training courses - GOV.UK](#)
- [DfE Apply](#) - The service to apply for a teacher training course to teach in a state primary or secondary school, or in further education.
- [Teacher training funding - GOV.UK](#)

## Subject Knowledge Enhancement

Information about subject knowledge enhancement (SKE) support for initial teacher training (ITT) recruitment can be found at [Subject knowledge enhancement: an introduction - GOV.UK](#)

## ITT criteria and supporting advice

[The ITT criteria and supporting advice](#) contains mandatory guidance and accompanying advice for accredited ITT providers and other organisations involved in the delivery of ITT.

## DfE Register trainee teachers (Register) service

Accredited ITT providers are responsible for registering trainees with the department on the [Register service](#).

ITT providers wanting more information can contact the Becoming a Teacher team at [becomingateacher@digital.education.gov.uk](mailto:becomingateacher@digital.education.gov.uk).

## DfE Claim funding for mentor training (Claim) service

Placement schools can claim grant funding for time spent by staff members training to become general mentors for trainee teachers via the new Claim service.

Accredited ITT providers need to record their placement schools on the Register service to ensure the schools are onboarded to the Claim service. ITT providers should remind their placement schools of the grant funding available and direct them towards the Claim service. Further information can be found at [Claim funding for mentor training - GOV.UK](#).

## Teacher Recruitment Bulletin

The Teacher Recruitment Bulletin contains vital information to support ITT recruitment. You can subscribe to this bulletin by emailing: [teacher.recruitmentbulletin@education.gov.uk](mailto:teacher.recruitmentbulletin@education.gov.uk)

## Annex B: Delivery planning checklist for TSH AB services

The statutory role of an AB is set out in the [statutory guidance](#) on induction and all ABs must ensure they are familiar with the detail of this. This annex provides an additional checklist of AB service requirements and additional prompts and questions to help ABs plan how they might choose to deliver their statutory role. It is intended as a checklist summary but refers only briefly to the requirements. The [guidance for appropriate bodies](#) on induction and the ITTECF contains fuller information on what is required, expected and suggested.

TSH ABs are strongly encouraged to consider the checklist alongside the two guidance documents referenced above, to ensure that their AB service planning covers all elements of the role and fully takes into account the resource requirements and potential costs of delivering core induction checks and developing and maintaining relationships with schools and their ECTs, in addition to any ITTECF fidelity checking required.

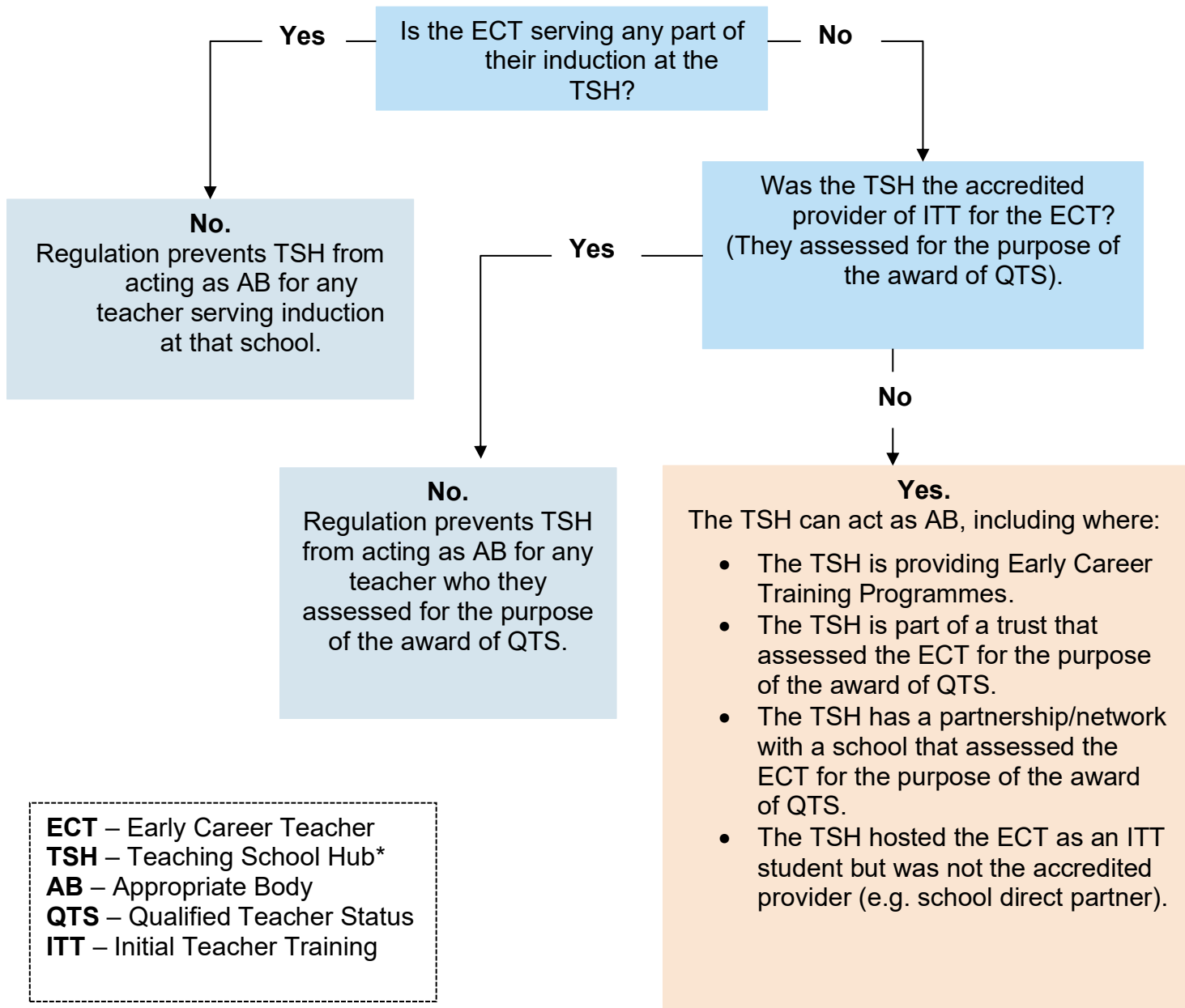
1. Have you used the function available on the manage training for early career teachers service to check which schools have nominated you as their AB so you can follow up with those schools to ensure they have registered the ECTs with you for AB services? Please note ECTs must be registered with the AB before they start induction, and the AB must then ensure that these registrations are confirmed promptly with the DfE via the Record Inductions for Appropriate Bodies service in line with the DfE's claims deadlines.
2. Have you fully scoped the core elements of induction checks which do not relate to fidelity checking (particularly those set out in the extracts of the AB guidance below)?
3. Are you clear about the differentiation of process for all induction routes (schools accessing the provider led DfE-funded ECTE, schools using DfE-accredited materials or those creating their own induction based on the ITTECF) and fidelity checking requirements, and have you considered how charges for multiple ECTs in a school will work when some fidelity checks may be made at school level (e.g. if all ECTs in a school are on the same non-provider led programme)?
4. Have you considered what initial briefing, support, information, handbooks and training for school heads, induction tutors, mentors and ECTs you will provide to ensure they understand statutory requirements, their roles and how to work with your systems?
5. What ongoing general communication will you have with schools and ECTs (e.g. newsletters, sharing good practice, reminders of deadlines, forward planning for future ECT cohorts)?
6. How regularly will schools be visited - what percentage of your schools will you plan to visit each year?

7. Do you have a clear process for both formal assessment points and interim termly progress reviews – have you considered how you will gather data/reports, moderate results and take action where weaknesses or issues are identified in individual ECTs' progress?
8. What additional support/capacity to visit will be in place for schools/ECTs that need it and who will provide it on what basis (additional monitoring/visits/support)?
9. Do you have clarity over data handling for the DfE via the Record Inductions as Appropriate Bodies service, communication of deadlines, and whether you will design/use your own data systems or use services providing these?
10. Have you considered how to build in quality improvement or moderation of your services or assessment decisions, either through partnership with other ABs/networks, or via surveys, panels etc.

For the 'pre-induction' checklist and the 'ongoing quality assurance of induction' checklist please refer to page 13 and page 20 of the [AB guidance](#) .

## Annex C: Flowchart of who you can deliver AB services to

### Can the TSH act as an AB for an ECT?



\* NB Within Teaching School Hubs (TSHs) the appropriate body is the designated lead school

## Annex D: KPIs and Reporting (AY 2025/26)

### RR1 - Deliver the Early Career Training Programme

KPI	Target Information	Reporting
RR1 (01) – [X] number of ECTs starting their Early Career Training Programme with your TSH in the academic year 25/26	<p>These will be the targets you have agreed with your Lead Provider.</p> <p><u>To support us in identifying TSH delivery within the data from Lead Provider reporting please provide the following information:</u></p>	<p>You will be asked about your progress against your annual targets and have the opportunity to share any emerging issues / challenges.</p>
RR1 (02) – [X] number of mentors starting their Early Career Training Programme for Mentors in the academic year 25/26	<p>Please confirm the name of your Lead Provider/s.</p>	<p>To align with Lead Provider reporting please ensure reporting is based on those ECTs/Mentors with a funded “started” declaration (e.g. those who have completed a sufficient amount of training for you to receive payment from your Lead Provider for).</p>
RR1 (03) – [X]% of ECT participants that start and complete the Training Programme/ECF-based training you are providing.	<p>Please confirm how you are referred to in the delivery plan your Lead Provider/s has/have submitted to the department i.e. your name/s within your contract/s with your Lead Provider/s.</p> <p>If your contract is not directly between your TSH Lead School and the Lead Provider (e.g the contract is at MAT level or the contract is in collaboration with other TSHs/schools/organisations etc) please provide some further information on this arrangement and the specific role TSH plays within this relationship.</p>	<p>For KPI RR1 (03) you will need to report on the current retention rate of all ECTs on your Early Career Training programme/ECF-based training. For TSH reporting, a withdrawal is any ECT that leaves the training programme you are providing earlier than anticipated, unless they have agreed with their school and Appropriate Body to have a reduced induction (deferrals do not count as withdrawals for TSH reporting purposes).</p>

## RR2 – Deliver the National Professional Qualifications

KPI	Target information	Reporting
RR2 (01) - NPQ: Executive leadership - [X] participants starting in the academic year 25/26	These will be the targets you have agreed with your Lead Provider.  You can provide the number of self-funded NPQs within the additional information section.	You will be asked about your progress against your annual targets and have the opportunity to share any emerging issues / challenges.
RR2 (02) - NPQ: Executive leadership - [X]% of participants retained until the assessment has been completed	<u>To support us in identifying TSH delivery within the data from Lead Provider reporting please provide the following information:</u>	Reporting for participants starting should be based on those participants with a funded “started” declaration (e.g. those who have completed a sufficient amount of training for the TSH to receive payment from their Lead Provider).
RR2 (03) - NPQ: Headship - [X] participants starting in the academic year 25/26	Please confirm the name of your Lead Provider/s.	
RR2 (04) - NPQ: Headship - [X]% of participants retained until the assessment has been completed	Please confirm how you are referred to in the delivery plan your Lead Provider/s has/have submitted to the department i.e. your name/s within your contract/s with your Lead Provider/s.	For the retention KPIs you will need to report on the current retention rate of all those completing NPQs with you within the academic year (this may include teachers and leaders that began their NPQ in the previous academic year). For TSH reporting we ask that they report the % of participants that started and have completed their assessment or that are still completing each of the NPQs with them (NPQ deferrals do not count as withdrawals for TSH reporting purposes).
RR2 (05) - NPQ: Leading behaviour and culture - [X] participants starting in the academic year 25/26	If your contract is not directly between your TSH Lead School and the Lead Provider (e.g. the contract is at MAT level or the contract is in collaboration with other TSHs/schools/organisations etc) please provide some further information on this arrangement and the specific role TSH plays within this relationship.	
RR2 (06) - NPQ: Leading behaviour and culture - [X]% of participants retained until the assessment has been completed		
RR2 (07) - NPQ: Leading teacher development - [X] participants starting in the academic year 25/26		



RR2 (08) - NPQ: Leading teacher development - [X]% of participants retained until the assessment has been completed		
RR2 (09) - NPQ: Senior leadership - [X] participants starting in the academic year 25/26		
RR2 (10) - NPQ: Senior leadership - [X]% of participants retained until the assessment has been completed		
RR2 (11) - NPQ: Leading teaching - [X] participants starting in the academic year 25/26		
RR2 (12) - NPQ: Leading teaching - [X]% of participants retained until the assessment has been completed		
RR2 (12) - NPQ: Early years leadership – [X] participants starting in the academic year 25/26		
RR2 (14) - NPQ: Early years leadership - [X]% of participants retained until the assessment has been completed		
RR2 (15) - NPQ: Leading literacy – [X] participants starting in the academic year 25/26		
RR2 (16) - NPQ: Leading literacy - [X]% of participants retained		

until the assessment has been completed		
RR2 (17) - NPQ: Leading primary mathematics – [X] participants starting in the academic year 25/26		
RR2 (18) - NPQ: Leading primary mathematics - [X]% of participants retained until the assessment has been completed		
RR2 (19) - NPQ: for SENCOs - [X] participants starting in the academic year 25/26		
RR2 (20) - NPQ: for SENCOs - [X]% participants retained until the assessment has been completed		

### RR3 – Recruitment and Delivery of Initial Teacher Training

KPI	Target information	Reporting
RR3 (01) – [X] number of ITT Trainees recruited by the TSH as either the Accredited Provider or Lead Partner to an Accredited Provider (including those in shortage subjects) for training	All TSHs should be partnered with an accredited provider and be playing a significant role in the delivery of ITT as a lead partner unless they are operating as an accredited ITT provider.	You will be asked about your progress against your annual targets and have the opportunity to share any emerging issues / challenges.
RR3 (02) – [X] number of ITT Trainees recruited to shortage subjects by the TSH as either the Accredited Provider or Lead Partner to an Accredited Provider	<p>You should base these targets on those recruited through the Find and Apply service.</p> <p>Please confirm within the additional information section whether you are an Accredited Provider or Lead Partner.</p> <p>If you are a Lead Partner please confirm the name of your Accredited Provider/s.</p> <p>If you are an Accredited Provider you should base the target on all recruitment to the Accredited Provider.</p> <p><b>For Lead Partners:</b></p> <p>Those operating as Lead Partners should base their target only on the recruitment as Lead Partner in accordance with their partnership agreement with the Accredited Provider, not on all recruitment to the Accredited Provider.</p>	

	<p>Recruitment can be through the TSH Lead School or through a partner within the TSHs Lead School's partnership operating and governance model.</p> <p>If recruitment is through a partner, please provide the name of the partner within the additional information section.</p> <p>If you are operating as a Lead Partner please provide a brief summary of your role in the ITT partnership/s with the Accredited Provider/s.</p> <p>Your target for shortage subjects should be based on recruitment to subjects that attract a <a href="#">bursary</a>.</p>	
RR3 (03) – Deliver ITT courses as the Accredited provider or on behalf of the Accredited Provider that are subject to Ofsted inspection.	N/A – You are not required to set a target for this.	N/A

## RR4 – Appropriate Body services delivered to Early Career Teachers

KPI	Target information	Reporting
RR4 (01) – Provide AB services to meet local need.	N/A – You are not required to set a target for this.	N/A
RR4 (02) – Appropriate body quality assurance school visits made to [X]% of the schools registered with the TSHs appropriate body service.	<p>You should specify the number of schools registered with you for AB services that this KPI is based on within the additional information section. For example, 20% of 150 schools, meaning the TSH will intend to visit 30 schools.</p> <p>The department expects this target to be set at 10% or higher. If this target is set at less than 10% you will need to provide a rationale for this.</p> <p>This should only include schools visited for the purposes of ensuring that schools are having regard to their statutory obligations towards induction and that ECTs undertaking induction in these schools are receiving their statutory entitlements as outlined in the statutory induction guidance.</p> <p>This can include:</p> <ul style="list-style-type: none"> <li>- schools visited as a result of a random selection of a portion of schools to quality assure</li> <li>- schools prioritised for a quality assurance visit as a result of intelligence (for example, quality of progress reviews or assessments; change of school personnel including induction tutors, mentors or headteachers; schools employing ECTs for the first time; etc)</li> </ul>	<p>You will be asked about your progress against your annual targets and have the opportunity to share any emerging issues / challenges.</p> <p>Within the additional information section please confirm:</p> <ul style="list-style-type: none"> <li>- Your progress against your annual target based on the original number of schools that the KPI was based on (example: The TSH visited 20% of 150 schools, 30 schools received a quality assurance visit).</li> </ul> <p>The end of the year report (term 3) should also include:</p> <ul style="list-style-type: none"> <li>- The final X% of schools visited based on the total number of schools registered with the TSHs appropriate body service at the time of the end of the year report. (example:</li> </ul>

	<ul style="list-style-type: none"> <li>- school visits made as a result of being directly informed by schools or ECTs of concerns regarding statutory induction (provided this information resulted in a visit considering general checks on how the school is meeting its statutory induction obligations).</li> </ul> <p>Visits made for the purposes of delivering workshops to induction tutors and/or ECTs or to help schools with struggling ECTs should not be counted towards this KPI.</p> <p>Visits can be in person or virtual.</p>	<p>15% of 200 schools currently registered received quality assurance visits, 30 schools out of the 200).</p>
<p>RR4 (03) - 100% of ECTs must be registered with an AB before the start of induction and the inductions registered with the DfE via the Record inductions as appropriate body service.</p>	<p>This is set at 100% by the department based on a snapshot of data (provided by the department) taken shortly after the DfE claims deadline. Where at that point in time data provided shows unregistered ECTs against their nominated TSH AB, the TSH must provide a return to demonstrate that it can account for the missing registrations. The KPI will take account of all valid reasons for discrepancies in the data, but TSHs will be held to account for ensuring schools are actively encouraged ahead of induction to register ECTs with an AB.</p> <p>The rationale for this is that there is a statutory requirement that all ECTs must be registered with an AB before the start of induction as ECTs cannot start their statutory induction until their AB has been agreed</p>	<p>Throughout the registration period and ahead of the reporting deadline (within a week of the DfE claims deadline) TSHs should access data to ensure they register or else can account for all ECTs where they are the ECT's nominated AB on the Manage training for early career teachers service.</p> <p>Within a week of the DfE claims deadline DfE will then create a snapshot data cut which confirms all missing ECT registrations (i.e. those who are registered for training but are not showing on DfE records as having been registered</p>

	<p>and the headteacher/principal has notified the AB in advance of the ECT taking up post.</p> <p>We understand that there have been issues with some schools confirming that they weren't aware they needed to be registered with a TSH for both ITTECF based training and separately with a TSH for induction with this being reported to the DfE.</p> <p>However, it is vitally important that in addition to any training registration, ECTs are also registered with their AB before they start induction, as formal statutory induction cannot start or be counted as time served until that AB registration is in place.</p> <p>ABs must use the function available on the Manage training for early career teachers service to check which schools have nominated them for AB services and to follow up to ensure those schools have registered the ECTs with them or else another AB.</p> <p>The registration is valid from the point at which the AB agrees to act for the ECT (as opposed to the date this is then notified to DfE which may be later because DfE claims deadlines are usually a few weeks into the term). However, ABs must then ensure that all AB registrations are confirmed promptly with DfE in line with the claims deadlines.</p> <p>This is already a requirement on ABs but TSHs should be aware that the KPI will also use this data to measure compliance (see next column). ABs should</p>	<p>with an AB). Lists of all 'missing' registrations per AB nominated will be sent to ABs for them to provide a return listing reasons for the missing registration and any further action taken.</p> <p>This will be due annually after every Autumn term claims deadline for KPI reporting purposes. Independent of the KPI, DfE may also prompt TSHs to justify missing registrations after claims deadlines, in other terms where there may be concerns, so TSHs should regularly check the data available to them on the 'manage training for early career teachers' service to ensure schools registering ECTs for training through the year are prompted to register with an AB before the start of induction.</p>
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	check and amend induction registrations which fail validations checks on the Record Induction as an Appropriate Body service by the claims deadline.	
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## AB Management Information Questions

Management information question	Question information and reporting ask
<p><b>ECT entitlements and core checks (term 1 and term 3):</b></p> <p>Have you checked that all ECTs registered with you are receiving their statutory entitlements? Please select all that apply.</p> <p>The AB has verified that all ECTs registered with it are currently receiving:</p> <p><input type="checkbox"/> An ECTE training programme based on the ITTECF</p> <p><input type="checkbox"/> Reduced timetable (10% in Y1 and 5% in Y2)</p> <p><input type="checkbox"/> A designated induction tutor</p> <p><input type="checkbox"/> A designated mentor</p> <p><input type="checkbox"/> Regular mentoring sessions</p> <p>For each school not accessing the DfE-funded ECTE training programme have you provided fidelity checking to ensure that ECTs are provided with the ECT entitlement?</p> <p>Yes / No</p>	<p>There is an expectation that ABs check that all early career teachers (ECTs) are receiving their statutory entitlements, and that regard is had to the statutory induction guidance. This includes core checks such as ensuring ECTs receive time off timetable and regular mentoring and that fidelity checking is in place to ensure that all ECTs that do not access the DfE-funded training are provided with an induction programme that is based on the ITTECF.</p> <p>Please note core entitlement checks might include information drawn from a variety of activities such as ECT self-reporting e.g. via progress review declarations, and assurance provided by schools through data returns, school visits, phone calls and surveys. This information should be reported termly to account for any ECTs serving non-standard inductions (i.e. those that have started their induction mid-year) in addition to those that started their induction in September.</p> <p>If there are any exceptions where you have not been able to check or not received assurance that ECTs are receiving their statutory entitlements, or where fidelity checking has not been undertaken to ensure an ECT is receiving the ECT entitlement,</p>



	then please provide details of this in the additional information box. It is helpful to set out the scale of any issues with schools failing to provide assurance to the AB or where the AB has faced challenges in verifying information.
<p><b>Quality assurance visits (Term 1 reporting):</b></p> <p>Thank you for setting out the percentage of quality assurance (QA) visits that you conduct in the KPI section of this report. Please can you now answer the following questions on QA visits.</p> <p>Roughly what proportion of your visits each year are:</p> <ul style="list-style-type: none"> <li>• schools visited as a result of a random selection of a portion of schools to quality assure or as part of regular scheduling to ensure all schools are visited on a regular basis.</li> <li>• newly registered schools and schools new to offering induction.</li> <li>• schools prioritised for a quality assurance visit as a result of other intelligence (for example, quality of progress reviews or assessments; change of school personnel including induction tutors, mentors or headteachers; or as a result of being directly informed by schools or ECTs of concerns regarding statutory induction).</li> </ul> <p>You may provide an estimated percentage for each category as your answer.</p> <p>How quickly do you usually visit newly registered schools?</p>	<p>The purpose of this measure is to understand the breakdown of how visits are used across different types of schools. If you would like to provide additional information on any of the questions in this section, please use the additional information box.</p>

<p> <input type="checkbox"/> Within the first year of registering an ECT  <input type="checkbox"/> Within the first two years of registering an ECT  <input type="checkbox"/> According to other prioritisation criteria (if selecting this option please elaborate in the additional information section) </p> <p>Do you have a QA visit policy or a checklist that you use each time you conduct a QA visit? If so, please send a copy of this to <a href="mailto:teachingschool.hubs@education.gov.uk">teachingschool.hubs@education.gov.uk</a>.</p> <p>If you have already provided a copy of your QA visit policy or checklist for your delivery plans in 2024/25 this action is optional. You may want to resend a copy to <a href="mailto:teachingschool.hubs@education.gov.uk">teachingschool.hubs@education.gov.uk</a> if your policy has changed or would like to make us aware of any changes and/or improvements.</p> <p>Yes / No</p>	
<p><b>Progress reviews (Term 1 reporting):</b></p> <p>Have you collected every progress review for the ECTs you have registered with you for AB services over the last year? If 'no', please provide further details in the additional information box.</p> <p>Yes / No</p> <p>On average, what proportion of progress reviews do you review each year where the ECT is deemed to be 'on track'? Please select one.</p> <p><input type="checkbox"/> All</p>	<p>ABs are expected to collect all progress review records. This is to help the AB determine whether schools are continuing to provide regular progress feedback and a sufficient system of monitoring and support for ECTs, and to be able to identify any causes for concern early so that timely support can be provided.</p> <p>There are no set requirements on ABs to read and review all progress reviews as a matter of course, but since many (including those that are on track) can include information relevant to verifying entitlement checks, such as declarations from ECTs as to whether they are receiving mentoring and time</p>

<p> <input type="checkbox"/> More than half  <input type="checkbox"/> Less than half  <input type="checkbox"/> None </p> <p>On average, what proportion of progress reviews do you review each year where the ECT is deemed to be 'not on track'? Please select one.</p> <p> <input type="checkbox"/> All  <input type="checkbox"/> More than half  <input type="checkbox"/> Less than half  <input type="checkbox"/> None </p>	<p>off timetable, we are interested to know how TSHs process and prioritise reviewing the information they gather.</p> <p>If you would like to provide any further details on this question, such as how you prioritise which reports you review, please use the additional information box.</p>
<p><b>Moderation and external challenge (Term 1 reporting):</b></p> <p>Do you moderate formal assessments, and test the consistency and robustness of your decision making through external views and challenge on individual decisions in relation to induction (including induction outcomes (passes and fails), and extensions and reductions to induction)?</p> <p>Yes / No</p> <p>If you selected yes, please expand on how you do this in the accompanying document. This may include what forums and/or processes you use for this purpose, and how frequently you make use of them (for example, through an expert panel, a local AB network, a regional partner, or via peer support with other TSH ABs).</p> <p>If you have already provided a copy of your accompanying document including how you moderate and invite external</p>	<p>We encourage ABs to consider the benefits of engaging with experts through panels, peer review or networks for the purposes of seeking advice, challenge, peer support and consistency checking on how AB assessment decisions are reached to inform good practice and enable AB to ensure that the decisions it takes directly as an AB are taken in a fair and consistent way. (NB this refers to an advisory role and is not the same as allowing AB decisions to be delegated to a panel or third parties, which is not permitted under regulations).</p> <p>There is no set expectation regarding how you should approach assessment moderation and invite external challenge. The department recognises that there are many forums in which this type of work could take place, and that what this looks like in practice and the frequency of any such activities can vary depending on the need and what works in your region. Therefore, the options available to select are good practice examples of how ABs might moderate formal</p>

<p>challenge on individual decisions relating to induction for your delivery plans in 2024/25 this action is optional. You may want to resend a copy to <a href="mailto:teachingschool.hubs@education.gov.uk">teachingschool.hubs@education.gov.uk</a> if anything has changed or you would like to make us aware of any improvements.</p>	<p>assessment and invite external challenge, but we invite TSHs to set out how arrangements work in their area and through their individual contacts.</p>
<p><b>Third party arrangements (Terms 1 and 3 reporting):</b></p> <p>Can you confirm that your AB directly takes all decisions relating to ECTs' inductions based on direct knowledge of supporting evidence and does not delegate these decisions to third parties. These decisions include: support plans, induction outcomes, extensions, and reductions?</p> <p>Yes / No</p>	<p>ABs must ensure that third parties are not asked to independently make any decisions which can only be undertaken directly by the AB. While a third party can review information and make recommendations on decisions, the decision can only be taken by the AB who must actively agree all proposed assessment outcomes, reductions, and extensions.</p> <p>Under regulations only a TSH designated lead school can be designated as an AB for a TSH area. If it is part of a trust, it may offer AB services to other TSH areas run by the same trust but this must still be under the name of the lead school providing the AB services in place of the other TSH areas. An AB may not offer joint AB services with another TSH area however because only one lead school can be the designated AB for an ECT and must remain accountable for and make all decisions as an individual AB. Where TSHs have worked in this way to date, they may choose to continue to share admin functions but need to separate the decision-making functions and ensure these are held at individual TSH level.</p> <p>Please provide a written answer in the additional information section expanding on how you ensure that the final decisions are taken by you as the AB rather than a third party.</p>
<p><b>Communications (Term 1 reporting):</b></p>	<p>There is no set expectation around how you provide communications to schools and ECTs. The list refers to common good practice but may not apply to all TSHs. The</p>

<p>How do you provide advice and guidance to ECTs, mentors, induction tutors and headteachers to ensure they are fully aware of support available (if ECTs) and responsibilities in relation to their role in an ECT's induction period (if mentors, induction tutors or headteachers)?</p> <p>Please select all that apply:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create and share handbooks</li> <li><input type="checkbox"/> Provide training/information sessions for ECTs</li> <li><input type="checkbox"/> Provide training/information sessions for induction tutors/head teachers</li> <li><input type="checkbox"/> Provide training/information sessions for mentors</li> <li><input type="checkbox"/> Supply a helpline for ECTs and schools to contact when they have queries</li> <li><input type="checkbox"/> Other (please give details)</li> </ul>	<p>purpose of the measure is to ensure all TSHs have plans in place around how they will engage with schools and ECTs to provide advice and guidance. Please select any relevant activities and provide any additional brief details including where 'other' has been selected.</p>
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## Overarching 1 – Schools receiving training from the TSH

KPI	Target information	Reporting
<p>Overarching 1 (01) – Delivery of Early Career Training Programmes, ITT, NPQs and AB services to a minimum of [X] schools in TSH area.</p>	<p>You should set your targets based on the number of schools in your TSH area.</p> <p>If a school is engaging with your TSH through multiple programmes (e.g. ITT and NPQs) they should only be counted once.</p>	<p>You will be asked about your progress against your annual targets and have the opportunity to share any emerging issues / challenges.</p> <p>You are expected to support the development of teachers working in all phases/types of school; this was an important criteria when we considered your application to be a TSH. You will need, therefore, to develop networks of high performing schools that can support the delivery of each of the activities to the full range of the teaching workforce. These networks will need to include special schools, alternative provision and early years.</p> <p>You will need to provide information on your engagement with AP, Special and Early Years settings including the number of these settings that have engaged with training from your TSH.</p>

## Overarching 2 – School Leader Satisfaction

KPI	Reporting
Overarching 2 (01) - A minimum of 80% of school leaders report positive overall experience of Early Career Training Programmes, NPQ, ITT and AB services delivered by TSH.	To measure school leader satisfaction with the courses and services that TSHs provide, you will distribute a standardised set of questions (see <a href="#">Annex E</a> ) to the schools your TSH has worked with in the final term of each year. This will support consistent reporting across all TSH.
Overarching 2 (02) - A minimum 81% of school leaders rate the training they have received from the TSH as good or better. This has been set by the department at 81%.	<p>You may wish to include additional questions in the annual survey to gather further information from school leaders, however only the standardised ones will be used by the department for monitoring purposes.</p> <p>When: The survey should be sent out by all TSH in the summer term of delivery, and responses collated prior to the final term reporting date.</p> <p>Recipients: All schools who have engaged with the TSH in the past academic year through Early Career Training programmes, NPQs, ITT, CPD signposting and AB services or other should receive the survey.</p> <p>Reporting: You will be required to record aggregate satisfaction results onto the Online Reporting System. Although you will not be required to present more detailed survey results at part of your reporting, you should keep them available to should the department request copies to support any programme evaluation work.</p>

## Annex E: Teaching School Hub (TSH) Annual School Leader Satisfaction Survey – Sample Questions

As part of the reporting for the Overarching 2 KPIs (detailed below), please see below set of sample questions (including 2 compulsory questions) for use when surveying schools to enable you to report against these KPIs.

Overarching 2 KPIs:

- Overarching 2 (01) - A minimum of 80% of school leaders report positive overall experience of Early Career Training Programmes, NPQs, ITT and AB services delivered by TSH. This has been set by the department at 80%.
- Overarching 2 (02) - A minimum of 81% of school leaders rate the training they have received from the TSH as good or better. This has been set by the department at 81%.

All schools that have accessed training from your TSH should have the chance to complete the survey.

You will need to issue the survey in the summer term in order to collate responses and report against the KPIs as part of your term 3 reporting in September 2026.

You do not need to include all questions when surveying schools and you can include other questions should you wish for your own evaluation work.

There are 2 specific questions in bold (questions 2 and 8) that all TSHs will need to use when issuing their survey and the responses to these 2 questions should be used when reporting against the Overarching 2 KPIs as part of your term 3 reporting which will be commissioned in early September 2026.

	Completely disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Completely agree
1. I have been able to access professional development relevant to my setting's needs and development goals.	1	2	3	4	5
2. <b>I am satisfied with my school's overall experience of working with the teaching school hub this year.</b>  This should be used to report against Overarching 2 (01).	1	2	3	4	5
3. The professional development (including ITT) delivered by the TSH has had a positive impact on my	1	2	3	4	5



school's workforce in the past academic year.					
4. The training delivered by the TSH is likely to have had some positive impact on pupil's attainment.	1	2	3	4	5
5. I would recommend this TSH to another school.	1	2	3	4	5
6. I am satisfied with the level and quality of support from the TSH as an Appropriate Body (if relevant).	1	2	3	4	5
7. I am satisfied with the frequency and quality of communication from the TSH as an Appropriate Body (if relevant).	1	2	3	4	5
	<b>Very poor</b>	<b>Poor</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>8. How would you rate the training from the TSH?</b>  This should be used to report against Overarching 2 (02).					

## Annex F: TSH Core Grant - Allowable expenditure – examples

Category	Example description of allowable expenditure	Example evidence of allowable expenditure
Administration and financial support	<p>Administrator salary (FT)  Finance staff salaries (1 day/month)  Office Manager (2 day/month)</p> <p>Printing, copying, reprographics  CRM subscription/license  Stationery items  General IT support</p> <p>Accountant fees for Annex G (term 1 claim only)</p> <p>Recruitment costs specifically relation to TSH</p>	<p>For salary costs please provide <b>all</b> of the following:  1) Staff number and TSH role cross referenced to payroll report and/or timesheets with all personal and/or sensitive information redacted;  <b>or</b>  Invoice(s) with a clear description of activity/purpose, if external staff support; <b>and</b>  2) Calculation to support salary costs apportioned to TSH Programme funding highlighting any additional on costs, such as National Insurance and/or pension contribution, with a highlighted total amount for the required financial reporting period; <b>and</b>  3) Evidence that staff costs being claimed are for staff working on the TSH i.e. diary entries, meeting schedules, timesheets, calendar screenshots and/or job description cross-referenced to staff number</p> <p>Invoice evidence</p>

Engagement and communication costs *	<p>TSH specific branding development</p> <p>TSH specific website development and IT support</p> <p>TSH specific engagement materials (flyers, banners, leaflets)</p> <p>TSH specific digital communications</p>	<p>Invoice evidence with clear description of activity/purpose</p> <p><b><i>Please note TSH must not reference marketing within expenditure</i></b></p>
Hospitality	<p>Venue/room hire</p> <p>Speaker Fees</p> <p>Essential catering for events</p> <p><b><i>Hospitality claims should not be included for the delivery of TSH programmes which are funded by other means</i></b></p>	<p>Invoice evidence - <b>must include date and clear description of event</b></p>
Project / operational management	<p>Programme Manager Salary (2 days/week)</p>	<p>For salary costs please provide <b>all</b> of the following:</p> <p>1) Staff number and TSH role cross referenced to termly payroll report and/or timesheets with all personal and/or sensitive information redacted;</p> <p><b>or</b></p> <p>Invoice(s) with a clear description of activity/purpose, if external staff support; <b>and</b></p> <p>2) Calculation to support salary costs apportioned to TSH Programme funding highlighting any additional on costs, such as National Insurance and/or pension contribution, with a highlighted total amount for the required financial reporting period; <b>and</b></p> <p>3) Evidence that staff costs being claimed are for staff working on the TSH i.e. diary entries, meeting schedules, timesheets, calendar screenshots and/or job description, cross-referenced to staff number</p>

	Strategic partner salary/day rate costs  Independent chair day rate costs	Invoice evidence
Strategic leadership	CEO/Executive Headteacher Leadership Salary (1 day /month) Head of TSH Leadership Salary (3 days/week) Deputy Head of TSH Leadership Salary (2 days/week)	For salary costs please provide <b>all</b> of the following: 1) Staff number and TSH role cross referenced to termly payroll report and/or timesheets with all personal and/or sensitive information redacted; <b>or</b> Invoice(s) with a clear description of activity/purpose, if external staff support; <b>and</b>  2) Calculation to support salary costs apportioned to TSH Programme funding highlighting any additional on costs, such as National Insurance and/or pension contribution, with a highlighted total amount for the required financial reporting period; <b>and</b>  3) Evidence that staff costs being claimed are for staff working on the TSH i.e. diary entries, meeting schedules, timesheets, calendar screenshots and/or job description, cross-referenced to staff number.
Travel and subsistence **	Travel expenses inc. parking	Dated copies of travel tickets Evidence of mileage reimbursement in line with school, trust and/or LA policy Dated receipts to support essential subsistence associated with travel  <b><i>Please note we cannot reimburse costs for travel cards, season tickets or rail cards.</i></b>

\* A maximum of 5% of total annual funds may be spent on engagement and communication costs.

\*\*A maximum of 5% of total annual funds may be spent on travel and subsistence.



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