INVITATION TO TENDER

SEND CPD – Package of Materials to Support in-House Training and Curriculum Adaptation (Schools and FE)

Learning and Training Services DPS Call off: RM6219
Jaggaer Tender Reference: ITT_3936

INVITATION TO TENDER (ITT) for SEND CPD – Package of Materials to Support in-House Training and Curriculum Adaptation (Schools and FE)

1 Your organisation along with others is invited to offer a tender for provision of the above, to the specification outlined in this document.

2 Within this document the Invitation to Tender you will find:

1 Instructions on the tendering procedures

2 Departmental standard requirements

3 Specification of the requirement

4 Evaluation Criteria

5 List of attachments

6 Key Performance Indicators

3 Please read the instructions on the tendering procedures carefully. Failure to comply with them may invalidate your tender which must be returned by the date and time given below.

4 Your tender must be received by no later than **20 May 2026 12:00** local time (UK). Late tenders will **not** be considered.

5 If having read the enclosed specification you decide not to submit a tender, I would be grateful if could send your reasons (though you are under no obligation to do so) via the Department for Educations e-tendering portal (Jaggaer).

6 Please message through the Jaggaer messaging function of the ITT_3936 if you have any questions about the tendering procedure.

1 Instructions on tendering procedures

1. These instructions are designed to ensure that all tenders are given equal and fair consideration. It is important therefore that you provide all the information asked for in the format and order specified.

2. Pre-tender negotiations are not allowed and any requests that could be considered a negotiation will be rejected.

3. Potential Suppliers are responsible for ensuring that they understand the tender process. If any information is unclear or if a Potential Supplier considers that insufficient information has been provided, or there appears to be a technical error you must raise an enquiry via the Department for Educations e-tendering portal (Jaggaer) The deadline for raising an enquiry is 17:00 local time (UK) 14 May 26. Please ensure that you have read all documentation thoroughly before submitting an enquiry.

4. Potential Suppliers are responsible for ensuring that they understand the requirements for this procurement. Potential Suppliers can submit clarifications via the Department for Educations e-tendering portal (Jaggaer). The deadline for raising a clarification is **17:00 local time (UK) 14 May 26**.

5. Please note that references to the 'Department' throughout these documents mean The Secretary of State for Education acting through their representatives in the Department for Education.

6. Tenders may be rejected if the information asked for in the ITT and Specification is not given at the time of tendering.

Contract Period

7. The contract is to be for a period of 10 months with the option to extend for up to 1 year from March 2027. The indicative contract period is included at Table 8.

Indicative procurement timetable

8. The indicative timetable for the procurement is:

Event	Date and time
Tender documents issued	01 May 26 17.00
Last day for submission of tenderer clarifications	14 May 26 17.00
Last day for DfE to respond to tenderer clarifications	15 May 26 17:00
Deadline for tender responses to be received	20 May 26 12:00
Evaluation	22 May 26 – 03 Jun 26
Moderation meetings	04 June 26– 11 Jun 26
Department announcement of preferred tender	w/c 15 June 26

Contract fine-tuning with preferred tenderer	w/c 15 June 26
Contract commencement	w/c 22 June 26
Contract live	June 2026 – 31 March 2027

Required Registrations

9. Tenderers are required to register with both of the following systems in order to submit a bid:

   9.1. Jaggaer - the Department for Education eSourcing Portal at https://education.app.jaggaer.com by following the link 'To register click here'.

   9.2. Learning and Training Services DPS under the bespoke training section Learning and Training Services DPS. Registration link: https://supplierregistration.cabinetoffice.gov.uk/organisation/register

Returning Tenders

10. Tenders must submit their final tender via the ITT_3936 on Jaggaer **20 May-26 12:00.** Tenders will not be opened until the deadline for receipt of tenders has passed.

Receipt of Tenders

11. Tenders will be received up to the time and date stated. Those received before the due date will be retained unopened until then. It is the responsibility of the tenderer to ensure that their tender is delivered not later than the appointed time.

Acceptance of Tenders

12. By issuing this invitation the Department is not bound in any way and does not have to accept the lowest or any tender and reserves the right to accept a portion of any tender unless the tenderer expressly stipulates otherwise in their tender.

Authority's Rights

13. Subject to its obligations to act in a transparent, proportionate, and non-discriminatory manner and in addition to the Authority's rights specified in these Instructions to Tenderers, the Authority reserves the right to:

   a) change the requirements of these Instructions to Tenderers at any time prior to the Submission Deadline. Any such amendment will be numbered, dated, and issued by the Authority via the Jaggaer portal. Where amendments are significant, the Authority may at its discretion extend the Submission Deadline and if so, will communicate details of any such extension via the Jaggaer portal;

   b) withdraw these Instructions to Tenderers at any time, or re-invite Tenders on the same or any alternative basis;

   c) choose not to award any contract as a result of the Procurement Process;

14. The Authority will reject a Tender and/or exclude a Tenderer from further participation in the Procurement Process where a Tender is submitted late, is incomplete, is submitted other than via the Jaggaer Portal or otherwise fails to meet any of the Authority's submission requirements/instructions which have been notified to Tenderer, including those set out in these Instructions to Tenderers, or any associated documentation.

Tender Costs

15. The Authority will not be liable for any costs or expenses incurred by any Tenderer or the Tenderer's Team or any other person in connection with the Procurement Process, including (but not limited to) the preparation and submission of Tenders, nor will the Authority or any of its officers, ministers, employees, agents or advisors will be liable in any way to any Tenderer, any member of the Tenderer's Team or any other person for any costs, expenses or losses incurred by any Tenderer, any member of the Tenderer's Team or any other person in connection with this Procurement Process, including (but not limited to) where the Procurement Process is cancelled or amended or the Authority otherwise decides not to award a Contract pursuant to the Procurement Process.

Inducements

16. Offering an inducement of any kind in relation to obtaining this or any other contract with the Department will disqualify your tender from being considered and may constitute a criminal offence.

Confidentiality of Tenders

17. Please note the following requirements, you must not:

    a) Tell anyone else what your tender price is or will be before the time limit for delivery of tenders.

    b) Try to obtain any information about anyone else's tender or proposed tender before the time limit for delivery of tenders.

    c) Make any arrangements with another organisation about whether or not they should tender, or about their or your tender price.

18. Failure to comply with these conditions may disqualify your tender.

Debriefing

19. Following the award of contract, debriefing will be available to unsuccessful tenderers on request.

Evaluation Criteria

20. The tender process will be conducted in a manner that ensures tenders are evaluated fairly to ascertain the economically most advantageous tender.

21. The evaluation will be split into 3 sections: Quality, Price and Social Value. Quality will represent 70% of the overall weighting, Price will represent 20% and Social Value will represent 10%. This is summarised below:

Section	ITT Envelope in Jaggaer	Weighting

1. Quality	Technical	70%
2. Social Value	Technical	10%
3. Price	Commercial	20%

22. Your capability to perform the contract will be evaluated using the criteria set out in 4 - Evaluation Criteria of this document.

23. Your response to the tender specification will be evaluated using the criteria set out in 4 - Evaluation Criteria of this document.

Tender Period

24. Due to the intensive evaluation process the Department requires tenders to remain valid for the tender period specified in Table 8.

Basis of the Contract

25. The specification in Document 3, and the Key Performance Indicators in Document 6 Attachment 1 together with any special requirements, will form the basis of the contract between the successful tenderer and the Secretary of State for Education.

Format of Bids

26. Tenderers will respond to all questions in the Jaggaer system ITT, response templates will be made available in the system.

Conclusions

27. Whilst every endeavour has been made to give tenderers an accurate description of the Department's requirement, tenderers should make their own assessment about the methods and resources needed to meet those requirements.

Public Procurement Review Service

28. If you have concerns about our procurement practices, you can contact the Public Procurement Review Service. Further details can be found on the Public Procurement Review Service Website or contact them at publicprocurementreview@cabinetoffice.gov.uk

2 Departmental Standard Requirements

Freedom Of Information

1 The Department is committed to open government and to meeting their responsibilities under the Freedom of Information Act 2000. Accordingly, all information submitted to the department may need to be disclosed in response to a request under the Act. If you consider that any of the information included in your tender is commercially sensitive, please identify it and explain (in broad terms) what harm may result from disclosure if a request is received, and the time period applicable to that sensitivity. You should be aware that, even where you have indicated that information is commercially sensitive, we may still be required to disclose it under the Act if a request is received. Please also note that the receipt of any material marked 'confidential' or equivalent by the department should not be taken to mean that we accept any duty of confidence by virtue of that marking. If a request is received, we may also be required to disclose details of unsuccessful tenders.

Publication of Contract

2 Under the Government's Transparency requirements we are obliged to publish the contract between the Department and the successful tenderer(s) in full. The successful tenderer(s) should identify any information regarded as commercially sensitive and explain (in broad terms) what harm may result from disclosure and the time period applicable to that sensitivity. You should be aware that, even where you have indicated that information is commercially sensitive, we may still be required to disclose it if the public interest in disclosure outweighs withholding the information. See 'The Transparency of Suppliers and Government to the Public' for more detail.

Information Sharing Across Government

3 All Central Government Departments and their Executive Agencies and Non-Departmental Public Bodies are subject to control and reporting within Government. They report to the Cabinet Office and HM Treasury for all expenditure. Further, the Cabinet Office has a cross-Government role delivering overall Government policy on public procurement - including ensuring value for money and related aspects of good procurement practice.

4 For these purposes, the Department may disclose within Government any of the Contractor's documentation/information (including any that the Contractor considers to be confidential and/or commercially sensitive such as specific bid information) submitted by the Contractor to the Department during this Procurement. The information will not be disclosed outside Government. Contractors taking part in this competition consent to these terms as part of the competition process."

Cyber Essentials Scheme

5 The Government introduced the Cyber Essentials Scheme in consultation with industry to mitigate the risk from common internet-based threats.

6 It is mandatory for new Central Government contracts, which feature characteristics involving the handling of personal data and ICT systems designed to store or process data at the OFFICIAL level of the Government Security Classifications scheme to comply with Cyber Essentials requirements.

7 All potential tenderers for Central Government contracts, featuring the above characteristics, should make themselves aware of Cyber Essentials and the requirements for the appropriate level of certification “or equivalent”.

8 As this requirement features the above characteristics, you are required to demonstrate in your tender response that:

a) Your organisation has Cyber Essentials certification; or

b) Your organisation will be able to secure Cyber Essentials prior to contract award; or

c) Your organisation will provide independently verified evidence that you have equivalent controls in place to mitigate the risk from common internet-based threats in respect to the five technical areas the Cyber Essentials Scheme covers:

i. Boundary firewalls and internet gateways - these are devices designed to prevent unauthorised access to or from private networks, good setup of these devices either in hardware or software form is important for them to be fully effective.

ii. Secure configuration – ensuring that systems are configured in the most secure way for the needs of the organisation.

iii. Access control – ensuring only those who should have access to systems have access and at the appropriate level.

iv. Malware protection – ensuring that virus and malware protection is installed and up to date.

v. Patch management – ensuring the latest supported version of applications is used and all the necessary patches supplied by the vendor have been applied.

d) Any alternative to demonstrating compliance with the Cyber Essentials technical requirements other than through gaining the certificate must be verified by a technically competent and independent third party.

9 The successful tenderer will be required to provide evidence of Cyber Essentials certification “or equivalent” (i.e., provide independently verified evidence that they meet the five technical areas the Cyber Essentials Scheme covers) prior to contract award.

10 The successful tenderer will be required to secure and provide evidence of Cyber Essentials certification “or equivalent” (i.e., provide independently verified evidence that they meet the five technical areas the Cyber Essentials Scheme covers) on an annual basis.

11 Details of certification bodies are available at: https://iasme.co.uk/certification-bodies.

Data Security Requirements

12 For contracts which require the holding or processing of either personal data and/or OFFICIAL data the successful contractor will need to assure the Department that they can comply with the Department’s security requirements.

13 Departmental security requirements are listed as contract clauses (see Document 5 – List of Attachments).

Prompt Payment Policy

14 Government's aim is to pay 90% of all correctly submitted invoices within 5 days of receipt and we are 100% committed to paying correctly submitted invoices within 30 days of receipt.

15 The payment period will be deemed to have started when a correctly submitted invoice reaches the nominated e-mail address.

16 The supplier shall submit invoices electronically by email within 30 days of the end of the relevant invoicing date to

DfE Core – AccountsPayable.OCR@education.gov.uk

17 A correct invoice is one that:

a) Is delivered in timing in accordance with the contract;

b) Is for the correct sum;

c) Is in respect of goods / services supplied or delivered to the required quality (or are expected to be at the required quality);

d) Includes the date, suppliers full name and address, contact details and bank details;

e) Quotes the relevant purchase order / contract reference;

18 Which has been delivered to the nominated email address.

A valid purchase order number will include the PO prefix

CORE CORE-PO-

19 Invoices without a valid purchase order are now rejected by the Buyers e invoicing solution. The Buyer no longer accepts paper invoices.
To request a statement, please email accountspayable.BC@education.gov.uk quoting the Contract reference number.

20 Any correctly submitted invoices that are not paid within 30 days will be subject to the provisions of the Late Payment of Commercial Debt (Interest) Act 1998.

Sub-contracting to Small and Medium Enterprises (SMEs)

21 DfE is committed to removing barriers to SME participation in its contracts and would like to also actively encourage its larger suppliers to make their sub-contacts accessible to smaller companies and implement SME-friendly policies in their supply-chains. This can be achieved by advertising subcontracting opportunities on Contracts Finder and implementing the principles of the SME and Growth Agenda in your own organisation.

22 To help us measure the volume of business we do with SMEs; we will be asking DFE suppliers to provide us with information about the size of your own organisation and those in your supply chain. We may ask about volumes of

business that will flow from this contract down your supply chains and ask you to quantify that for us. This data will help us contribute towards Government targets on the use of SMEs. We may also publish success stories and examples of good practice on our website.

Armed Forces and Care Leavers Covenants

23 The Armed Forces Covenant is a public sector pledge from Government, businesses, charities, and organisations to demonstrate their support for the armed forces community. The Covenant was brought in under the Armed Forces Act 2011 to recognise that the whole nation has a moral obligation to redress the disadvantages the armed forces community face in comparison to other citizens, and recognise sacrifices made.

24 The Covenant's two principles are that:

a) the armed forces community should not face disadvantages when compared to other citizens in the provision of public and commercial services.

b) special consideration is appropriate in some cases, especially for those who have given most such as the injured and the bereaved.

25 The Department encourages all Tenderers, and their suppliers, to sign the Corporate Covenant, declaring their support for the Armed Forces community by displaying the values and behaviours set out therein.

26 Guidance on the various ways you can demonstrate your support through the Armed Forces Covenant. Armed Forces Covenant.

27 If you wish to register your support you can provide a point of contact for your company on this issue to the Armed Forces Covenant Team at the address below, so that the MOD can alert you to any events or initiatives in which you may wish to participate. The Covenant Team can also provide any information you require in addition to that included on the website.

Email address: covenant-mailbox@mod.uk

Address: Armed Forces Covenant Team

Zone D, 6th Floor, Ministry of Defence,

Main Building, Whitehall, London, SW1A 2HB

28 The Care Leavers Covenant is a public sector pledge from Government, businesses, charities and organisations to demonstrate their support part of the government's keep on caring strategy to support people leaving care to become independent.

29 It allows public, private and voluntary sector organisations to pledge support, including:

a) apprenticeships

b) work experience

c) free or discounted goods and services

30 All support given through the Care Leavers Covenant will help care leavers to make a transition to independence. This ranges from CV training to accommodation for care leavers in higher education.

31 There are five key outcomes we would ask you to consider and think about how your organisation could support the Care Leavers Covenant.

a) Independent Living

b) Education, Employment & Training

c) Safety & Security

d) Mental & Physical Health

e) Finance

32 The Department encourages all Tenderers, and their suppliers, to sign the Care Leaver Friendly Employer Charter, declaring their support for Care Leavers by displaying the values and behaviours set out therein.

33 Guidance on the various ways you can demonstrate your support through the Corporate Covenant can be found on https://mycovenant.org.uk.

34 Paragraphs 23-33 above are not a condition of working with the Department now or in the future, nor will this issue form any part of the tender evaluation, contract award procedure or any resulting contract. However, the Department very much hopes you will want to provide your support.

Conflicts of interest

35 The Department may exclude an organisation if there is a conflict of interest which cannot be effectively remedied. The concept of a conflict of interest includes any situation where relevant staff members have, directly or indirectly, a financial, economic, or other personal interest which might be perceived to compromise their impartiality and independence in the context of the procurement process.

36 Where there is any indication that a conflict of interest exists or may arise then it is the responsibility of the organisation to inform the Department, detailing the conflict in a separate Appendix. Provided that it has been carried out in a transparent manner, routine pre-market engagement carried out by the Department should not represent a conflict of interest for the organisation.

Collusion

37 The Tenderer's attention is drawn to the requirements of the Competition Act 1998, Part 1. Any Tenderer found to have been part of a 'Concerted Practice' or 'Agreement', the purpose of which was to prevent, restrict or distort competition, shall be disqualified from consideration from this procurement. Disqualification will be without prejudice to any civil remedy available to the Authority or criminal liability which the conduct of the Tenderer may attract.

38 Tenderers may be disqualified (without prejudice to any civil remedy available to the Authority or criminal liability arising from the conduct), if it is found that they have taken any action that:

a) fixes or adjusts the amount of its Tenderer by or in accordance with any agreement or arrangement with any other Tenderer; or communicates to any person other than the Authority the amount or approximate amount of its proposed Tender or information that would enable the amount or approximate amount to be calculated (except where such disclosure is made in confidence in order to obtain quotations necessary for the preparation of the Tender or for the purposes of obtaining insurance or for the purposes of obtaining any necessary security); or

b) enters into any agreement or arrangement with any other potential Tenderer that shall refrain from tendering or as to the amount of any Tender to be submitted.

Equality and Diversity

39 Equality and diversity are critical to delivering DfE's vision: we enable children and learners to thrive by protecting the vulnerable and ensuring the delivery of excellent standards of education, training, and care.

40 This helps realise everyone's potential – and that powers our economy, strengthens society, and increases fairness.

41 There is an expectation that all suppliers endorse and demonstrate a commitment to equality and diversity – including the legal requirements of the Equality Act 2010 and the Public Sector Equality Duty.

Disability Confident Scheme

42 The Department for Education is a Disability Confident leader. Through the Disability Confident campaign, the government is working with employers to remove barriers, increase understanding and ensure that disabled people have the opportunities to fulfil their potential and realise their aspirations.

43 The Department encourage other employers to sign up to the disability confident scheme. It is open to all employers and there are three levels ranging from 'Committed' to 'Leader' with employers having to meet certain criteria to reach each level.

44 Employers who sign up to the disability confident scheme ensure that they can:

a) draw from the widest possible pool of talent;

b) secure and retain high quality staff who are skilled, loyal and hard working;

c) save time and money on the costs of recruitment and training by reducing staff turnover;

d) keep valuable skills and experience;

e) reduce the levels and costs of sickness absences; improve employee morale and commitment by demonstrating that they treat all employees fairly.

45 Disability confident employers can use the disability confident branding in their communications and when advertising jobs.

46 Find out more about the aims of disability confident, why becoming a disability confident employer will be good for your business and how you will be supported through your journey to being a Disability Confident leader here.

Supplier Code of Conduct

47 Government relies on its suppliers for the delivery of many important public services, for assistance in delivering policy and for the construction of public assets. While underpinned by a contractual relationship this reliance needs to be based on a bond of trust.

48 Our relationships with our suppliers are critical to successful performance. Civil servants are all subject to the Civil Service Code and the Seven Principles of Public Life, which define the values that we espouse and the behaviours required of us. This Supplier Code of Conduct sets out the matching behaviours that we expect of suppliers who are delivering services on behalf of government.

49 Government expects all suppliers to meet these commitments and ensure that their employees, partners, and subcontractors will do the same.

Economic and Financial Standing (EFS) – for all tiers – Gold/Silver and Bronze

50 Not Used – Financial Standing information previously submitted to the DPS will be requested from the preferred supplier for review.

Child Sex Abuse

51 The Internet Watch Foundation (IWF) was established in 1996 by the UK internet industry to provide the UK internet Hotline for public and IT professionals to report potentially illegal online content and to be the 'notice and take-down' body for this content. IWF works in partnership with the online industry, law enforcement, Government, the education sector, charities, international partners, and the public to minimise the availability of this content, specifically, child sexual abuse content hosted anywhere in the world.

52 Access to the IWF URL list is available to ISPs, mobile operators, search providers and filtering companies only. All organisations that require access must sign a licence which sets out how the data can be used.

53 It is a contract conditions that the successful supplier must block access to those Uniform Resource Locators (URLs) specified on the IWF's list.]

3 Specification

SEND CPD – Package of Materials and Resources to Support In-House Training (Schools and FE): Specification

1 Introduction

1.1 This Specification sets out the Department's requirements for the delivery of a Package of Materials and Resources to Support In-House Training for schools and further education (henceforth this requirement is referred to as In-House SEND Package) under the Learning and Training Services DPS RM6219. The Supplier provides the Services in accordance with this Specification when awarded a Contract.

2 Background to the requirement

2.1 This contract for the in-house SEND package is the first part of a wider offer of SEND and Inclusion CPD support that will be rolling out over the next few years and which DfE will regularly review. This wider CPD offer is responding to a number of commitments and reforms set out recently by the Department.

2.1.1 Schools White Paper and SEND Consultation Document

In February 2026, DfE published the Schools White Paper, *Every Child Achieving and Thriving* which sets out a renewed vision for a more inclusive mainstream school system, where all schools consider the evolving needs of children and proactively work to remove barriers to attainment and engagement for every child and to the benefit of all. The accompanying consultation document (SEND reform: *Putting children and young people first*) sets out that the updated SEND Code of Practice will create a new requirement for all settings to ensure that staff receive training on SEND and inclusion. To support this, additional professional development and guidance will be made available to educators so that they can better understand common barriers to learning and apply universal strategies to mitigate these in their practice.

B. Skills White paper

The post-16 education and skills white paper (October 2025), set out clearly that many FE providers support their staff with an excellent professional development offer, but the offer available is often locally created and inconsistent across the country. We have also committed to delivering a clear and high quality 16 to 19 qualifications system. Our reforms will build on existing good practice to further improve inclusivity and support in post-16 education and training. There is additional information on the SEND reforms specifically for those working in post-16 settings, to further strengthen inclusive mainstream practice. The in-house materials should support and complement FE providers' own wider CPD provision, easing workload and

supporting a consistent approach to inclusion in line with the SEND reforms.

2.2 In response to this set of reforms, the department has committed to a new professional development offer focused on SEND and inclusion that includes:

- **High-quality training materials to support in-house training in schools and further education**
- **Accompanying adaptive teaching resources to support teachers to apply that understanding in their own classroom practice**
- New, free CPD courses for teachers and leaders across schools and further education
- Training for teaching and learning support assistants
- A new Early Years CPD programme

2.3 **This specification relates only to the development of an initial package that includes materials to support in house training and adaptive teaching resources.**

2.4 Suppliers should note that the SEND reform proposals are subject to consultation and relevant changes resulting from the consultation, including feedback from questions on staff training, will be communicated to the successful supplier.

3 Description of Requirement

3.1 Scope

3.1.1 The general Scope of Services that the Supplier or consortium of suppliers shall deliver is to design a set of online, (and where appropriate) downloadable resources that can be used by staff responsible for delivering in-house training to teachers and support staff in schools and further education settings.

3.1.2 It is expected that the combined package will contain material that supports settings across **four** areas:

I. A set of resources answering the overarching question: "What is inclusive practice?" (centered around a definition that will be agreed with DfE) including:
   a. Understanding the Department's vision for SEND reform, and the role that leaders, teachers and support staff can play in delivering effective and supportive universal provision.
   b. Bringing staff bodies together to create a shared vision and shared understanding of their setting's context (could include a self/school assessment).

II. Resources to support design and delivery of effective in-house CPD sessions or programmes (for example planning templates, advice on evaluation, support in designing follow-up activities to embed learning).

III. Resources to develop an understanding and strengthen confidence and capability among staff of high-quality teaching practice and its

central role in understanding and supporting individual needs of pupils/learners in the classroom, especially those with SEND. Including:

a. a set of materials framed against different elements of high-quality teaching; (We will work with the supplier to agree a specific definition of high-quality teaching), and
b. a set of materials framed against the 5 'Areas of Development' set out in the SEND consultation as opposed to the current 4 'Categories of Need' set out in the SEND Code of Practice. These core areas of child development and learning will inform the development of the National Inclusion Standards. The proposed areas and descriptions are currently subject to consultation, Suppliers should use the descriptions in the SEND consultation and any amends will be communicated to the successful supplier on contract award. (Both sets of framing should help staff use their knowledge of components of high-quality teaching to make judgements about adaptations that are likely to be effective in improving learners' outcomes and demonstrate how some adaptations to teaching can be ineffective and reduce learning ("non-examples").
c. materials that can support wider whole-setting environments including effective parental engagement and effective routines.

IV. Adaptive teaching resources – that support teachers beyond the in-house training to apply that understanding in their own classroom practice across a range of subjects and phases – including technical and vocational areas (e.g. prompts to consider in planning or evaluating lessons, subject/phase specific guidance, subject/phase specific case-studies or exemplification). As these resources follow-on from the concepts covers in the training, we anticipate they will be delivered in tranche 3 (see paragraph 5, Mobilisation timelines).

3.1.3 The primary audience of the package is staff responsible for developing in-house training within mainstream schools and mainstream further education settings. This may be a dedicated CPD lead but could also be a lead for SEND or inclusion (including SENCOs), a teaching and learning lead, or a head of subject or faculty who delivers training to their team members.

3.1.4 The secondary audience are those receiving the training, therefore the content should be suitable for staff working with all phases – primary (including reception year), secondary, and further education (including vocational and technical education for 18-25 year olds[1]). There should be content suitable for both teachers and support staff working in the classroom/learning environment. This could be achieved by ensuring that neutral language is used, or developing versions relevant to different audiences with different exemplification.

[1] The Department is commissioning a Technical and Vocational Professional Development programme with courses starting from Autumn 2026 and which will include subject-specific support to teachers and providers.

3.1.5 Once the files have been agreed, the Department will be responsible for uploading them to make them available to the sector and for promoting them.

3.1.6 We expect this contract to be valued between £600,000 and £1,500,000 including VAT to develop the materials, test them with the sector and agree them with the Department.

3.2 Objectives

3.2.1 The package of materials aims to:

- Support alignment of in-house training with the Department's vision for mainstream inclusion. It should help staff within a setting to unite around a shared understanding of inclusion, and use that shared understanding to agree whole-setting practices that are inclusive, and drive effective curriculum/lesson planning and delivery for all learners. It should enable them to understand how their particular role contributes to inclusive education.
- Encourage effective and evidenced CPD practices – as well as supporting SEND Reform, these materials represent a significant opportunity to exemplify what excellent CPD can look like in schools and colleges. Materials should align with "Golden Thread" training such as Initial Teacher Training, Early Career Training, and National Professional Qualifications and be informed by the best available evidence on professional development, including how whole school and FE communities develop practice effectively in collaboration. Materials should support CPD that is highly practice focused, allowing for a high degree of contextualisation. Materials should also encourage and support leaders to include TAs/support staff in all-staff CPD.
- Reduce workload/duplication of effort for those responsible for designing in-house training.

3.2.2 In future, we would like the materials to be used as additional tools and resources that could be used by leaders participating in SEND and Inclusion courses, to support implementation of practice in their setting. This package plays a unique role in supporting CPD at a setting level – creating consistency of understanding and approach that is tied to a specific context.

3.2.3 The department will also regularly review the package of materials beyond the end of the contract to assess where further materials are needed. Future additions or phases of the package, for example to support professional development linked to implementing the National Inclusion Standards, may be commissioned through a separate commercial process.

3.3 Outputs and deliverables (services)

3.3.1 The Deliverables for this Contract are:

a) A detailed plan, to be agreed with the Department, clearly setting out how the project would be delivered to deadline, with key project risks and milestones.

b) Regular (virtual) meetings with the Supplier and the Department to report against the plan and agree alignment of messaging. For the first phase (between contract award and end of September) it is expected that these meetings will be approximately fortnightly.

c) Engagement, including (virtual) meeting attendance as needed, with a steering group of internal DfE staff and external representatives such as the EEF.

d) A detailed list of products that the package will comprise, to be agreed with the Department. A version of this list may be uploaded by the Department for the benefit of users ahead of the full package being completed.

e) A process to test the materials with key audiences (including primary schools, secondary schools and further education providers).[2]

f) An agreed number of drafts of the SEND CPD materials at key points for review purposes (see para 5.1 in relation to September delivery).

g) Fully accessible materials in a compatible file type for hosting on GOV.UK – delivered in a phased way as set out in the agreed milestone plan. Where relevant, this should also include editable versions.

3.4 Content Design

3.4.1. The Supplier shall design and develop a set of materials to support in-house training on SEND and Inclusion, that is in accordance with the requirements set out section 3.1.2).

3.4.2. The Supplier must include an element that reflects the voice of children and young people with SEND. This could be written or video testimony that aims to enable staff to understand the perspective of a student with SEND experiencing the education system.

3.4.3. The package should be flexible to minimise the changes required to timetabling to deliver it. The materials should be suitable for, or include adapted versions to suit all audience segments – primary, secondary, further education, teachers and support staff. Where alternative versions or specific exemplifications are available, it is critical that all phases are considered equally from the outset (and not positioned as an ‘add on’). Materials will need to be user-friendly and equally deliverable for a rural isolated setting to deliver as well as a large school/college group.

[2] This will include testing with General Further Education and Sixth Form Colleges as well as FE Independent Training Providers

3.4.4. The package should recognise the different needs and expectations of the audience. The Department is promoting a vision for inclusive mainstream that is responsive to the needs of learners and aims to remove barriers to learning for all. We expect that the design and structure of the package will support users to understand how a high-quality universal provision can support all learners including those with a predictable level of need within the proposed 'areas of development'.

3.4.5. Materials intended to be delivered within training should use neutral branding so that users can easily incorporate the materials into existing school/college templates for delivery. Guidance materials should include the DfE logo which will be provided. In some cases, if content is developed in conjunction with specialist organisations, it may be appropriate to include further logos to demonstrate this. This should be agreed specifically with DfE.

3.4.6. The Supplier shall consider the following when designing and delivering its materials:

- The vision for mainstream inclusion – particularly the Universal tier – set out in the SEND reform consultation: putting children and young people first. (Summary documents for different sectors available here).
- Special Educational Needs in Mainstream Schools | EEF
- The Teachers' Professional Development Standard, defining good professional development for teachers (schools), available at: https://www.gov.uk/government/publications/standard-for-teachers-professional-development
- The Education Endowment Foundation's research on effective professional development, available at: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development ; and with additional considerations for 16-19 settings: Effective Professional Development in 16-19 settings | EEF.
- Neurodivergence Task and Finish Group: report - GOV.UK and Early Language Support for Every Child (ELSEC) programme: Interim evaluation report

3.4.7. In addition, materials designed to meet **area III**: Developing understanding of high-quality teaching practice and **area IV**: adaptive teaching resources, should ensure alignment with existing codification of evidence-based practice set out in:

- Initial teacher training and early career framework - GOV.UK
- Curriculum content guidance for courses of further education initial teacher education - GOV.UK
- National professional qualifications frameworks - GOV.UK
- Deployment of Teaching Assistants | Education Endowment Foundation
- Five a day: supporting high-quality teaching for pupils with… | EEF

3.4.8. EEF are also building on their recent post-16 professional development guidance and growing engagement with colleges and other 16-19 settings, with further plans to support the FE sector throughout 2026. Where material is published and available, it would be helpful for the supplier to draw on this for the post16 sector.

3.4.9. In relation to **area IV**, the adaptive teaching resources, the Departments is conducting user research which will identify effective teaching and assessment strategies that align with curriculum goals and barriers that may prevent successful implementation. Research will also aim to inform the development of practical tools and guidance, ensuring they are grounded in real classroom experiences. The final set of findings will be shared with the successful supplier at contract award, to feed into the development of the adaptive teaching resources.

3.4.10. The Supplier's SEND CPD training materials shall be delivered as part of the Contract. The Supplier will update their SEND CPD materials to incorporate changes required by the Department.

3.4.11. Any changes to the Contract shall be implemented in accordance with the Variation procedure set out in Clause 24 of the DPS Terms and Conditions ("Changing the Contract").

3.4.12. The materials should include:

- Clear written explanations/definitions
- Examples and 'non examples' (e.g. adaptations that are likely to be effective, and example adaptations to teaching that can be ineffective and reduce learning ("non-examples").
- Facilitator's guidance (which could for example include suggested adaptations for staff with less or more experience and prompts for local contextualisation)
- Self-assessment or reflection tools
- Some subject/phase exemplification and considerations
- Suggested group discussion topics or activities which can be adapted for staff with different skill levels

3.4.13. Other formats that may support Suppliers to meet the requirements of this specification could be:

- Templates (e.g. to help plan, evaluate and get senior buy-in to professional development)
- Explainer videos
- Template slides to populate with setting context (e.g. SEND profile)
- Evidence summaries
- Links to further, trusted, information or support

- Mentoring scaffolds
- Pre-reading for professional learning groups
- Case studies (e.g. around preparing students for future learning, employment and/or independence)

3.5. Quality Requirements

3.5.1. All materials must have been proofread to a professional standard.

3.5.2. The Supplier must have a plan to test the package both with those who will deliver the training (e.g. CPD leads) and those who will receive the training. Over the course of the contract, the Supplier must test materials with a minimum of 10 groups/practitioners from primary schools, 10 from secondary schools **and** 10 from further education settings from a geographic spread and contexts (or demonstrate how it draws on materials that have already been tested). The Supplier should test usability and gather feedback about expected impact on behaviour and confidence.

3.5.3. It is important that the package has the confidence of the sector and it is expected that the Supplier will work with experts to develop the package. The Supplier must, at a minimum, engage with a Steering Group of experts convened by the Department, which is likely to include:

- Senior policy officials
- Senior policy advisers
- Members representing the Department's National Inclusion Standards Panel and other SEND experts
- Practitioners
- EEF

3.5.4. The Department may consult with other external organisations to assess the extent to which materials align with evidence-based practice and established practice.

4 Digital Requirements

4.1 The materials will be hosted on the Gov.uk website. Guidance on Gov.uk can be found here. Support can be provided to develop the materials in line with publishing requirements to ensure the content fits our guidelines whilst being as engaging as possible for our users.

4.2 The package should use Microsoft products including Microsoft PowerPoint, Microsoft Word, PDF format, HTML or video MP4. Other formats could be considered which are in line with GOV.UK requirements, and in discussion with the Department.

4.3 The materials must meet appropriate accessibility standards e.g. videos should include subtitles and/or transcripts.

5 Mobilisation Timelines

5.1 We aim to appoint a supplier in June 2026 and the deadline for the whole package of materials to be finalised with the Department is the end of March 2027. However, we expect a phased approach to delivery with the first batch coming in September and the second and third in December 2026 and March 2027.

Product	Review	Published
Tranche 1 to be published and to include as a **minimum**: a) Two products that could be used directly with staff (videos, slides, examples, and a facilitator guide) for a session in relation to area I (Inclusive education). b) A plan for delivery of future materials. Where possible, we particularly welcome proposals that also include some material that supports area III: Developing understanding of high-quality teaching practice.	Final versions of this first tranche will need to be submitted to the Department by 28 August 2026. This draft should already incorporate input from the Department and the steering group from earlier in the summer but we may request/suggest further critical drafting changes between 29 August and 25 September.	End of September 2026
Tranche 2	To be agreed – estimated end of November 2026	December 2026
Tranche 3 Full package now submitted.	Estimated Feb/March 2027	March/April 2027

6 Contract management and Governance / Working arrangements

6.1 Monthly contract meetings will take place between the Supplier and Department. In relation to phase 1, and in the run up to submitting materials in phase 2 and 3, the Department and Supplier may meet more regularly in between contract meetings for informal updates on materials, to ensure alignment with developing SEND policy.

6.2 Regularity and length of review windows for each phase to be agreed at the beginning of the contract period with the Department (a bespoke schedule to be agreed for the September materials).

7 Payment Mechanism

7.1 Payments under the Contract shall comprise of an initial mobilisation set up payment, followed by ongoing milestone-based payments contingent upon the Supplier's achievement of defined key performance outcomes as defined in Schedule 14 – Service Levels of the Contract.

7.2 All payments shall be made strictly in accordance with the Pricing Schedule, tab titled "Payment Mechanism", which sets out the applicable payment values, sequencing, calculation methodology, and conditions for payment.

8 Contract period

8.1 We expect the initial contract term will run from 1st June 2026 to 31st March 2027. There will then be the option for the Buyer to extend for 1 year until 31st March 2028.

9 Intellectual property Rights

9.1 As per clause 9 of the Core Terms Each Party keeps ownership of its own Existing IPRs. The Supplier gives the Buyer a non-exclusive, perpetual, royalty-free, irrevocable, transferable worldwide licence to use, change and sub-license the Supplier's Existing IPR to enable it to both:

(a) receive and use the Deliverables; and

(b) make use of the deliverables provided by a Replacement Supplier.

9.2 Any New IPR created under a Contract is owned by the Buyer. The Buyer gives the Supplier a licence to use any Existing IPRs and New IPRs for the purpose of fulfilling its obligations during the Contract Period.

10 Social Value

10.1 The Social Value model will be applied to this procurement as per Procurement Policy Note 002 with a 10% weighting attributed to the Social Value section of the Evaluation criteria. For details, please see the Evaluation Criteria within Document 1: The Invitation to Tender.

4 Evaluation Citeria

1. Please note that the information below relates directly to the scoring and evaluation matrix for bids. The Technical envelope on Jaggaer includes both the ‘Quality’ scoring for 70% and Social Value for 10%. The Commercial envelope in Jaggaer includes the pricing and represents 20% of the overall evaluation score. This is represented in the table below:

Evaluation Section	ITT Envelope in Jaggaer	Weighting
1. Mandatory Questions	Qualification	0%
2. Quality – Service Requirements	Technical	70%
3. Quality - Social Value	Technical	10%
4. Price	Commercial	20%

2. Please provide all answers to all the questions in the Jaggaer system, response templates will be provided in the system.

3. Following this evaluation, we may want to ask clarification questions prior to making a final decision. The decision to award will be subject to a final moderation, which will take into account both written and clarified responses.

4. Your capability to perform the contract will be evaluated using the criteria set out in this Document. You are required to answer the mandatory criteria pertaining to your eligibility to undertake this requirement. These questions will be scored as Pass/Fail. Any bidder who fails any of these questions will be disqualified and their bid will not be evaluated further. Only those bidders who pass all of the mandatory criteria will have their tenders assessed.

Evaluation Process

5. This section describes how the bids will be scored, together with the scoring mechanism and associated weightings for each section. The tender process will be conducted in a manner that ensures all are evaluated fairly to ascertain the most economically advantageous tender.

6. Please provide an answer for each question explicitly. References to answers in other questions/sections may not be considered and could result in a lower score being applied.

7. Evaluators cannot take into account previous knowledge of your delivery unless it is included in the bid, therefore please be explicit about outcomes you have delivered and provide clear evidence and examples of your skills and experience.

8. Please note the word limits applied to each question. The Department retains the right to ignore any information submitted in excess of the stated word limits.

9. Please only upload the information requested and were directed to do so. Any additional documentation will not be evaluated unless specifically requested.

Quality Scoring Scale

10. Quality scoring represents 80% of the overall evaluation (70% for the Quality questions and 10% on Social Value). Responses to the ITT will be scored using the scoring scale against the criteria and weightings. The scoring scale and weightings are set out in the tables below. Scores are available on a scale of 1 – 5.

11. The following scoring scale will be used:

Assessment	Score	Interpretation
Very Good	5	Exceeds the requirement. Bidder has a thorough understanding of the question and the relevant Specification requirements. The response demonstrates that the Bidder can meet the relevant Specification requirements in full and to a high standard with evidence of how this will be done. Provides a **very good level of confidence** in the Tenderer's ability to deliver the relevant Services.
Good	4	Satisfies the requirement with some additional benefits. The Bidder has a good understanding of the question and relevant Specification requirements. Above average demonstration in the bid of the understanding and skills required to provide the services with good evidence to support the response. Provides a **good level of confidence** in the Tenderer's ability to deliver the relevant Services.
Satisfactory	3	Satisfies the requirement. Bidder has a general understanding of the question and relevant Specification requirements with evidence to support the response. Provides **sufficient confidence** in the Bidder's ability to deliver the relevant Services to a satisfactory standard.
Poor	2	There are omissions in the Bidder's understanding of the question and /or relevant Specification requirements. This provides **insufficient confidence** in the Bidder's ability to deliver the relevant Services

		to a satisfactory standard.
Unacceptable	1	Does not comply and/or insufficient information provided to demonstrate that the Bidder has the understanding and skills required to provide the services, with little or no evidence to support the response. This provides **no confidence** in the Bidder's ability to deliver the relevant Services to a satisfactory standard.

12. Bidders must score a minimum of 3 on each question. If bidders score less than 3, the Department will remove the bidder from further consideration. This includes any references to KPIs in the question.

Cost Scoring

13. Cost scoring represents 20% of the overall evaluation. The bidder with the lowest cost will receive 20 marks and all other bids will be marked as a proportional variance form the top scoring bid. The formula being used for Relative Assessment for this procurement is: Bid Score = (Lowest Price/bid price) x 20 e.g. a bid that is 10% more expensive will receive 18 marks; one that is twice the price will receive 10 marks. An illustrative example is provided below:

Supplier	**Price** (**Please note the figures are purely for illustrative purposes**)	**Calculation**	**Final Finance Mark**
A	50k	n/a	20
B	55k	(50/55) x 20	18
C	70k	(50/70) x 20	14
D	100k	(50/100) x 20	10

14. The Final Quality and Cost scores will be added together to provide the overall score.

Moderation Panel

15. A panel will be held to moderate scores. Each panel member will individually read any bids and make notes/comments for each criterion and give a score prior to attending the moderation panel meeting. At the moderation meeting

panel members will discuss each bid and agree an overall score, together with associated comments, for each criterion. A single scored moderation sheet (with comments) will be produced for each bid.

16. When all bids have been fully evaluated they will then be placed in ranking order to determine the winning bid.

Evaluation Section 1: Mandatory Requirements

Evaluation Section 1.1 Mandatory Requirements	**Section Weighting 0%**
The Authority will check your capacity for any live contracts and may at its absolute discretion refuse to consider your response further if it is deemed that you do not have the required capacity.	
Ref	Questions
1.1.1	Please confirm that you have experience in delivering evidence-based, contextualised professional development in educational settings.
1.1.2	The Terms and Conditions are agreed as part of the CCS Dynamic Purchasing System and as such are not open for negotiation. If any minor amendments are to be suggested, they should be submitted to DfE prior to the clarification deadline. However, DfE are not obligated to accept any suggestions of minor amendments. Please confirm your acceptance.
1.1.3	Please upload a copy of your completed Financial Assessment Template you submitted in order to register onto DPS RM6219? Blank template included for guidance.
Mandatory requirements are scored as pass/fail. Receiving a fail score will immediately disqualify you from the process and your bid will not be evaluated further. Please provide an answer for each question explicitly. References to answers in other questions/sections will not be considered. Evaluators cannot take into account previous knowledge of your delivery unless it is included in your bid response, therefore please be explicit about outcomes you have delivered and provide clear evidence and examples of your skills and experience. Only upload the information requested and where directed to do so. Any additional documentation will not be evaluated.	

Evaluation Section 2.1 – 2.3: Service Specification Requirements

Evaluation Section 2.1 – 2.3: Service Specification Requirements			**Section Weighting 70%**
Ref	**Questions**	**Assessment Criteria**	**Question Weight**
Part 1 – Proposed Solution for the Package (In-House Training Materials)			**30%**

2.1.1	**Describe your approach to designing and structuring the SEND CPD materials set out in the four areas in the Specification (Paragraph 3.1.2).**
	
	Response should include, but not necessarily be limited to:
	
	• To support this question, you may wish to provide strictly one single existing or new material (in either MS Word or MS PowerPoint) of a maximum 500 words) as an example of what the materials may look like. For example, an explainer of a key concept or a short exemplification in relation to one of the below elements of high-quality teaching:
	  • Scaffolding
	  • Effective assessment
	  • Explicit instruction and modelling
	
	We will assess the material on number 3.Use of Evidence section of the assessment criteria only.
		1. Contextual understanding and application
		Evidence that the proposal reflects:
		• Typical delivery models for in house CPD in school and FE settings
		• Identified practical constraints (e.g. timetabling, staff availability, scale)
		• Assessment will consider the relevance and accuracy of this context to the proposed approach.
		
		2. Audience differentiation
		Evidence that the proposal appropriately differentiates content or delivery for:
		• Different educational phases
		• Subject areas
		• Staff roles (including teachers and support staff)
		• Bidders are not required to address all audiences equally, but should clearly justify their approach.
		
		3. Use of evidence
		Appropriate reference to, and application of, recognised evidence relating to:
		• High quality teaching
		• Effective professional development
		• Assessment will focus on how evidence informs the proposed approach, rather than volume of citation.
		• Alignment to “Golden Thread” training such as Initial Teacher Training, Early Career Training, and National Professional Qualifications.
		
		4. SEND policy alignment
		• Evidence that the proposal has regard to the Government’s SEND reform proposals as set out in the 2026 Schools White Paper and SEND Consultation Document
		• Assessment will focus on alignment and relevance to the proposed package.
		
		5. Deliverability and workload considerations
		The extent to which the proposal explains how the package:
			30%

	(Maximum Word Limit 1,000 words + 500 words for the optional sample material)	• Can be delivered effectively within typical school and FE constraints • Is structured coherently • Is designed to minimise additional workload for participating settings	
Part 2 – Quality and Expertise			**20%**
2.2.1	**Describe your approach to developing curriculum or training materials that are informed by appropriate expertise, quality assured, and designed to be credible and usable by schools and further education settings.** (Maximum Word Limit 750 words)	1. Explanation of how you intend to secure the internal and external relevant expertise across the breadth of the requirement, including: • The delivery of effective universal provision • Supporting a predictable level of need in mainstream schools and further education settings • Subject and phase specific considerations in relation to adapting teaching to meet pupil needs. 2. Approach to implementing a detailed Quality Assurance process, including: • A plan for meaningful user testing (across multiple phases, setting types, schools + FE) • Feeding in views of experts including Practitioners • Departmental engagement	20%
Part 3 – Delivery Capacity			**20%**
2.3.1	**Please provide a project plan to explain how you will ensure that the project is successfully delivered on time, including delivering the first tranche of materials by September 2026 in the specification (particularly paragraph 5).** (Maximum Word Limit 750 words)	1. A brief detail of what the Supplier would intend to deliver for the first tranche by September 2026 and how it meets the requirements. 2. Approach to project management including: • Outline key activities • Timescales and alignment with review stages aligned to milestones • Understanding that plans should include flexibility to be adapted over time response to feedback • Risks and mitigations • Resource management, i.e. how you will ensure capacity to delivery the full requirement • Progress monitoring	20%

Evaluation Section 2.4: Social Value

Evaluation Section 2.4: Social Value			**10%**
Ref	**Question**	**Assessment Criteria**	**Question Weight**
2.4.1	**Social Value** **Outcome 2. Skills for growth: supporting growth sectors and addressing skills gaps.** **2a. Learning and skills development opportunities relevant to the contract to address skills gaps** (Maximum Word Limit 500 words)	1. Activities that demonstrate and describe the supplier's existing or planned: • Understanding of employment and relevant skills issues, and of the education and training issues relating to the contract. Illustrative examples: demographics, skills shortages, new opportunities in high growth sectors, geographic/local community and skills/employment challenges • Support for educational attainment relevant to the contract, including training schemes that address skills gaps and result in recognised qualifications • Activities to support relevant sector related skills growth and sustainability in the contract workforce. Illustrative examples: careers talks, curriculum support, literacy support, safety talks and volunteering • Delivery of apprenticeships, supported internships and T Level industry placement opportunities (Level 2, 3 and 4+) in relation to the contract 2. Address how you will meet one of the following KPIs which will form part of the contract: • 2ai. Number of training opportunities (Level 2, 3, and 4+) other than apprentices created or retained under the contract. • 2aii. Number of people-hours of learning interventions delivered under the contract, by UK region. Further information on social value requirements for central government contracts can be found here: https://www.gov.uk/government/publications/ppn-002-taking-account-of-social-value-in-the-award-of-contracts	10%

Evaluation Section 3: Price

Evaluation Section 3: Price			**20%**
Ref	**Question**	**Assessment Criteria**	**Question Weight**
3.1	**Pricing total**	Please provide your total price as quoted in your attached pricing schedule at question 3.2 excluding VAT.	20%
3.2	**Pricing Schedule** **Please set out your costs using the Pricing Schedule template provided in Jaggaer. Alternative templates will not be accepted.**	Please see instructions in the Pricing Schedule template.	0%

5 List of Attachments

1. Please see the below attachments which are available in the Jaggaer ITT attachments:

1. Invitation to tender document (including the specification, evaluation criteria, quality questions and associated score weightings).
2. Pricing schedule template.
3. RM6219 Financial Assessment template
4. Draft contract order form.
5. CCS Core Terms DPS (v1.0.3)
6. Draft contract schedules including:

    1. Order Schedule 1 (Transparency Reports)
    2. Order Schedule 2 (Staff Transfer)
    3. Order Schedule 3 (Continuous Improvement)
    4. Order Schedule 4 (Order Tender)
    5. Order Schedule 5 (Pricing Details)
    6. Order Schedule 6 (ICT Services)
    7. Order Schedule 7 (Key Supplier Staff)
    8. Order Schedule 8 (Business Continuity and Disaster Recovery)
    9. Order Schedule 9 (Security)
    10. Order Schedule 10 (Exit Management)
    11. ~~Order Schedule 11 (Installation Works)~~
    12. ~~Order Schedule 12 (Clustering)~~
    13. Order Schedule 13 (Implementation Plan and Testing)
    14. Order Schedule 14 (Service Levels)
    15. Order Schedule 15 (Order Contract Management)
    16. Order Schedule 16 (Benchmarking)
    17. ~~Order Schedule 17 (MOD Terms)~~
    18. Order Schedule 18 (Background Checks)
    19. ~~Order Schedule 19 (Scottish Law)~~
    20. Order Schedule 20 (Order Specification)
    21. ~~Order Schedule 21 (Northern Ireland Law)~~
    22. ~~Order Schedule 22 (Lease Terms)~~

~~**23.** Order Schedule 23 (HMRC Terms)~~

24. Special terms Schedule 24 - Buyer Specific Security Requirements

6 Key Performance Indicators

Please see the KPI table which will form part of the contract at Schedule 14 – Service levels.

Annex A to Part A: Services Levels and Service Credits Table

Service Levels					
Ref.	**Service Level Performance Criterion**	**Key Indicator**	**Service Level Performance Measure**	**Frequency of reporting**	**Milestone payment**
1	Agreed mobilisation and delivery plan	Timelines	Final mobilisation plan submitted and agreed with the Buyer within **20 Working Days** of Contract Start Date	Within 20 Working Days of Contract Start Date	Number 1: within **20 Working Days** of Contract Start Date
2	Submission of Tranche 1 materials for review	Timelines	100% of agreed Tranche 1 materials submitted by **7 September 2026**	28th August 2026	Number 2: 28th August 2026
3	Submission of Tranche 2 materials	Timelines	100% of agreed Tranche 2 materials submitted by the agreed milestone date **(Estimated November / December 2026)**	Agreed milestone date 3	Number 3: Agreed milestone date 3
4	Submission of Tranche 3 materials	Timelines	100% of agreed Tranche 2 materials submitted by	Agreed milestone date 4	Number 4: Agreed milestone date 4

			the agreed milestone date **(Estimated February / March 2027)**		
5	Ensure 50% of materials are tested, including through surveys, face to face / virtual events, online forum and other agreed channels, with, as a minimum: - 10 secondary schools, 10 primary schools, 10 FE settings of varying characteristics (small/large/ MATs/LA) from a geographical spread of locations. A range of CPD and SEND experts, (including the DfE steering group)	Accuracy / Compliance	50% of materials are tested	Following each delivery tranche	NA
6	Percentage of users who 'Agree' or 'Strongly Agree' in the post-training survey conducted throughout the delivery phases that the training materials (handouts, slides, videos): a) were clear and easy to understand. b) enabled planned changes to practice.	Positive feedback percentage, effectiveness of materials	>80% of users 'Agree' or 'Strongly Agree' by March 2027	Following each delivery tranche	NA

	c) helped reduce workload. d) improved confidence on supporting learners with SEND in their engagement and attainment.				
7	Social Value: Theme 2: Tackling economic inequality. Model Award Criteria (MAC) 2.3 Either one of the below: 2ai. Number of training opportunities (Level 2, 3, and 4+) other than apprentices created or retained under the contract. 2aii. Number of people-hours of learning interventions delivered under the contract, by UK region.	TBC	TBC	Annually	NA