



ESG and Impact Report 2023



supporting
education
group

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Introduction

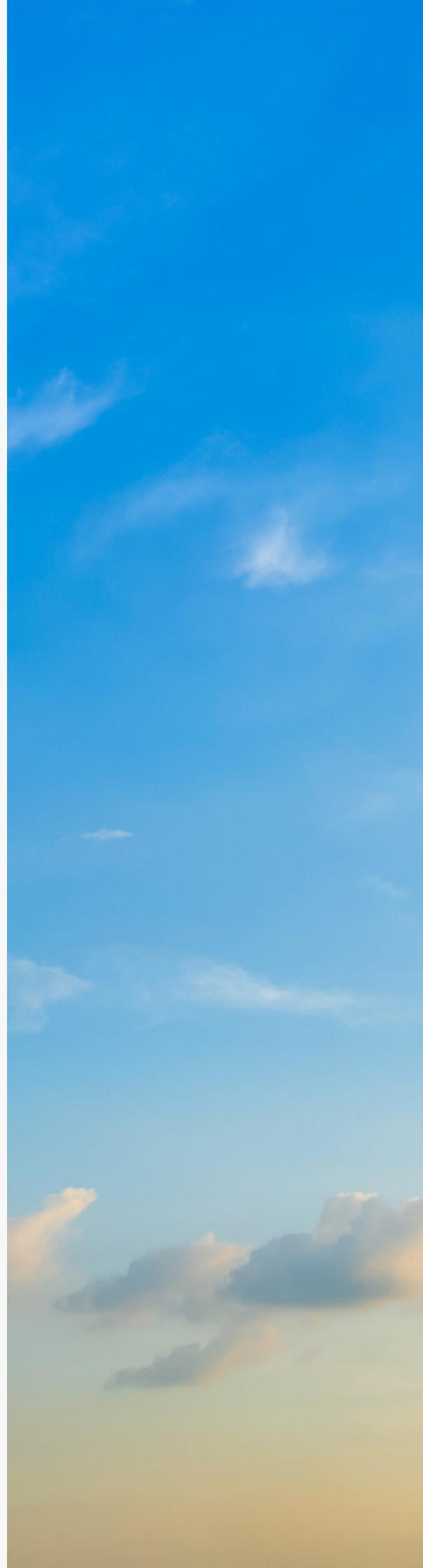
About this report

This is a report about what we do at Supporting Education Group to achieve **our mission - to enhance and enrich young people's education**. The report sets out what we are looking to achieve in three areas - environmental, social and governance - and tells the story of how we are trying to do that. Environmental, Social and Governance (ESG) is about the important role we have to play in driving positive change in a number of ways: helping to prevent the worst effects of climate change, bettering society for generations to come and ensuring a focus on quality and compliance.

In this report, we go into detail on the impact we have on the education sector. We quantify the amount of work we do and, where possible, we evidence the level of impact we have on the sector.

This report is neither the beginning nor the end of a journey, but it is a very important step forwards. As Supporting Education Group has grown to encompass 12 market-leading education brands, we recognise the increased responsibility we have in our sector and have steadily raised our ambitions.

We are incredibly proud of what our passionate colleagues and our educator workforce already achieve with respect to E, S and G and are determined to do even more and to monitor and report on our progress.





Message from Jonathan Roback, SEG Group CEO

I'm delighted to be reporting to stakeholders on ESG and impact. It's vitally important for organisations to be taking responsibility for climate change and improving society, both in the short and long term. **Impacting on young people's outcomes and aspirations is central to everything we do and this report is an important step forward in our journey.**

This report comes during a challenging time for schools. Amid economic challenges, there is a growing shortage of qualified teachers in schools, COVID-19 has exacerbated educational inequalities, and many more students are struggling with mental health issues that can hinder their academic performance. It is also a challenging time for our planet. The increasing frequency of climate related disasters is a clear indication of the urgent need for action to reduce greenhouse gas emissions and address climate change.

Developing an ESG and impact approach has helped us to think more deeply about how we can respond to local, national and global challenges. It has helped us to focus on the areas where we can drive positive change and raise awareness and accountability amongst our customers and stakeholders.

One of the greatest assurances of our business is to deliver positive impact to our customers and stakeholders.

We write this report for:

- Our management - to hold ourselves to the target of doing more and doing better.
- Our colleagues - because we are proud of what they do, and we know they will be too.
- Our customers (current and future) - to show how we can and do support them.
- Other providers - to encourage us all to consider the impact we have and strive for ongoing improvement.

As CEO of Supporting Education Group, I recognise that **our leading position in the sector can help us to influence others into action. I am incredibly proud of the work we have done so far on ESG and impact.**

For example, we have introduced employee benefits to encourage the uptake of electric vehicles and committed to using technology to deliver our expert advice and training remotely as a first choice. Not only does this make our operations greener, it also means that our employees have increased flexibility and are more energised to serve our customers to the highest standards every day.

I look forward with positivity and confidence on what we will continue to do to improve upon our impact and do our best by our communities.

I am incredibly proud of the work we have done so far on ESG and impact.

Key highlights:

- Setting up a working group for ESG and impact.
- Signing up to the SBTi and submitting emission reduction targets for approval.
- Developing an evaluation framework to articulate, evidence, report on and improve our impact on the sector.
- Continuing to deliver the highest quality services to a growing volume of customers, impacting more and more young people.
- Reviewing and improving our employee benefits package (including enhanced benefits such as electric vehicles).
- Investing in the training and development of our people through a new L&OD programme and platform.

About Supporting Education Group

Supporting Education Group brings together 12 strategically aligned leading education service brands with a shared mission to enhance and enrich young people's education.

We are committed to education as a vital social good that transforms lives and sustains communities. Everything that we do is underpinned by our commitment to building happier societies through improving outcomes for young people.

We provide a broad range of educational services that impact schools, educators, parents and ultimately learners. This is assisted by the expert services and software we have to support school operations and management, our professional development and qualifications provision for staff and our talent solutions providing direct teaching and learning for pupils.



Financial planning software and advisory support on finance and technology



Outsourced payroll and pensions, HR software and support and school operational support



Professional services and tools for school HR and compliance



Professional HR support, payroll, pension and HR software services



Training and tools for staff on mental health and wellbeing in schools



Training and accredited qualifications for staff



Education staffing, tutoring and supply



Education staffing, tutoring and supply



Online and in-person private tuition



Online private tuition



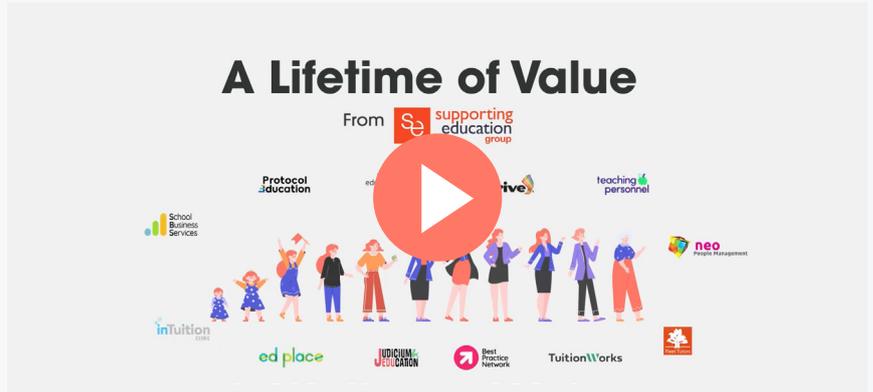
Online and in-centre tuition



Home education content and app

By bringing together our brands, **we are in a unique position to impact individuals throughout their lives**, from early childhood through to long careers as education professionals.

Our **Lifetime of Value video** illustrates the touchpoints we have with individuals.



To support our customers, we deploy a large and committed team of professionals who have an abundance of expertise and experience.



More than

1,400 employees

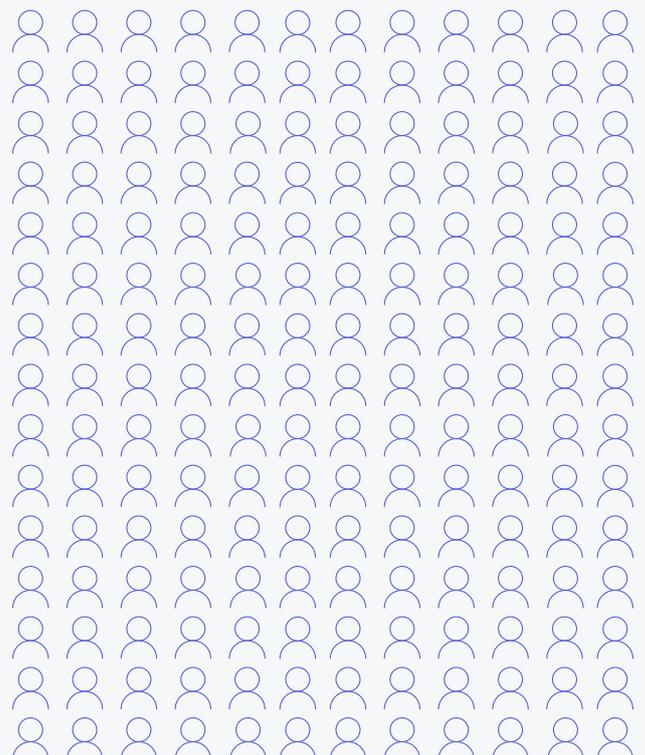
including education professionals, service experts, recruitment consultants, operational support staff and company management



More than

18,000 educators

available to deliver direct teaching and learning into schools and other settings



A summary of our ESG achievements and commitments

Environmental

Our journey to net zero carbon emissions

SEG, like other businesses, cannot afford to ignore the impact of its activities on the environment. Over the past year we have established a baseline for our Group's carbon emissions, we have set targets for reducing emissions and have started developing plans to meet our targets.

We are committing to:

- Reduce our near-term carbon emissions and achieve net-zero carbon emissions by 2050.
- Validate our emission reduction targets as 'science-based' through the Science Based Targets Initiative.
- Implement a carbon reduction plan that will focus on reducing emissions from travel and office sites.

Social

Our impact on the education sector

We believe that long-term success comes from understanding how we deliver impact on the education sector so that we can do even better by our stakeholders. We have established a framework to evidence our impact as a Group on schools, educators, parents and learners.

We have started to evidence our impact by quantifying our contributions to the sector and providing case study examples. We have shared future plans on how we intend to develop our impact going forwards (both in terms of how we evidence impact and in terms of the services that we provide).

We are committing to:

- Evidence and validate that we deliver impact against eight outcomes for schools, educators, parents and learners.
- Improve upon our delivered impact; doing more and doing better to achieve our Group mission.

Our supportive and inclusive culture

People are at the heart of everything we do at Supporting Education Group. Last year we invested significantly in training and development opportunities and in standardising policies and benefits across Group companies. We continued to boost local employment and career opportunities through our investments and choice of local suppliers, including hiring and developing apprentices. We also continued to support our employees and educators through volunteering and charitable giving, helping to make a difference in our local communities.

We are committing to:

- Provide more investment to support additional specialist and management qualifications for our employees.
- Promote, monitor and report on equity, diversity and inclusion.
- Support more employees and educators to engage in volunteering and charitable giving.

Governance

Our corporate governance

Strong corporate governance supports the future sustainability of our business and our impact. As a Group, we ensure the integrity and quality of our brands and our legal compliance through board governance, appropriate safeguarding, policies and procedures, and through employee and customer feedback.

We are committing to:

- Maintain an ESG working group who report on initiatives and measures to our Board and investors; and appoint ESG champions from across our 12 businesses.
- Prioritise quality and compliance - maintain accreditations, up-hold high-quality feedback and ratings from external auditing bodies, minimise cyber threats.
- Conduct regular employee and customer surveys and act upon their feedback.



OUR 2022 IMPACT



12 EDUCATION BRANDS

Over **1.1 million** days of education delivered to schools last year



18,000+ education professionals available for work at our client schools



1,400+ EDUCATIONALISTS
CONSULTANTS
DEVELOPERS
TRAINERS
MARKETEERS
COMMERCIAL TEAMS
SECTOR EXPERTS



11,000 education professionals signed up for qualifications

688,000 student hours of tuition delivered




60
office locations



18,000+ courses attended by ETS educators



200,000+ teachers, learning support staff, early years practitioners and school leaders on our talent database



500 associate trainers and assessors



Working with **12,000+** School & MAT customers

Aligned **Vision**  and **Values**



Supporting international schools in **72 countries**

60,000 DBS checks processed last year



24,000 individuals attended our free webinars and CPD sessions




270 strategic partnerships with Diocese, Academy Trusts, Teaching Schools and LAs

633,000 children supported with mental health and wellbeing

63,000 children supported through EdPlace

Why ESG and evidencing our impact matters

The frequency of climate related disasters is increasing, and our education sector faces difficulties made worse by the COVID-19 pandemic and economic uncertainty.

Given our size and scale, we provide a huge resource to the education sector and a broad and unique range of services. We want to develop our evidence-based material impact and reduce the challenges facing our communities.

These are some of the challenges faced by schools, educators, parents and learners:



Pupil Attainment



Educator Skills Shortages



Special Needs Provision



Educator Staff Turnover



Education for Excluded Pupils



School Operational Efficiency



The Need for Flexible and Targeted Education Delivery



School Governance & Ofsted



Mental Health & Wellbeing



Parental Choice and Support



Behaviour & Attendance



School Leadership & Improvement

Our unique position in the sector helps us contribute to the UN's 2030 agenda for sustainable development.

We support a number of UN development goals:



#3
good health
and well-being



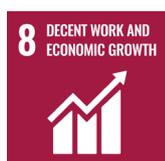
#4
quality
education



#5
gender
equality



#7
affordable and
clean energy



#8
decent work
and economic
growth

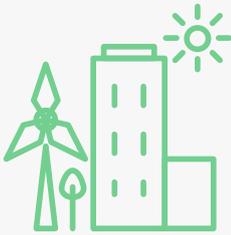


#10
reduced
inequalities



#11
sustainable
cities and
communities

In the Autumn of 2022, we ran a survey of school leaders focused on environmental sustainability and impact which showed:



86%

of school leaders believe it is important that providers commit to environmental sustainability.



97%

of school leaders think it's important that providers evidence their impact.



only 51%

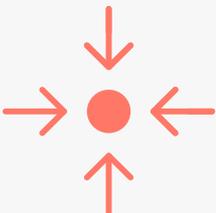
of school leaders have confidence in selecting the right suppliers to deliver impact.

In early 2023, we surveyed our employees. They told us that they care deeply about having a positive impact:



95%

of our employees believe it is important to work for a business that is committed to the environment.



97%

think it's important to work for a business that can demonstrate its impact.



Our approach to ESG and impact

ESG stands for Environmental, Social and Governance. It is about the important role we have to play in driving positive change: helping to prevent the worst effects of climate change (“E”), bettering society for generations to come (“S”) and ensuring a focus on quality and compliance (“G”) as our businesses pull together with a shared mission to enhance and enrich young people’s education.

1

For several years, we have already been engaging in important ESG-related activities across our businesses.

These activities include localised fundraising and CSR initiatives, social and environmental commitments and policies, impact reporting, training and development, SECR reporting, and company policies.



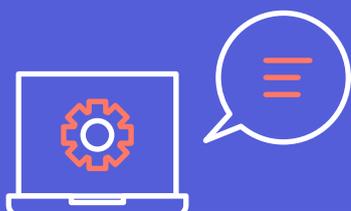
2

Last year, we created an ESG working group who report to our board. They are bringing together and strategically aligning ESG activities and the priorities of our stakeholder groups.

The working group also provide structure and challenge to further develop our approach to ESG and impact.

3

The working group are establishing a rhythm of ongoing research and stakeholder engagement through investor and advisory board meetings; employee, educator and customer surveys; focus groups and discussions.



Ian Koxvold
Head of Education, Strategy and Corporate Development



Caroline Cheale
Managing Director - Education Talent Solutions



Samantha Raven
Strategy Director



John Bishop
Group Chief Operating Officer

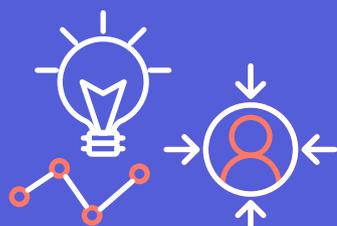


4

We are working in partnership with external experts, including ImpactEd, who are helping us to validate our approach and carry out primary research to evaluate our impact.

5

There will be a number of outputs from our work this year including this report, SBTi approval and reporting, our carbon reduction plan, and ongoing statutory, regulatory and investor reporting.



6

Our ESG and Impact strategy will continue to evolve. Going forwards, our aim is that each year we will build upon our work to better understand and further improve upon our impact – focusing on both doing more and doing better – and we will continue to share outputs from our work.





Our journey to net-zero carbon emissions

Environmental sustainability is vital for the long-term survival of society and it's important that our commitment to bettering society extends for generations to come.

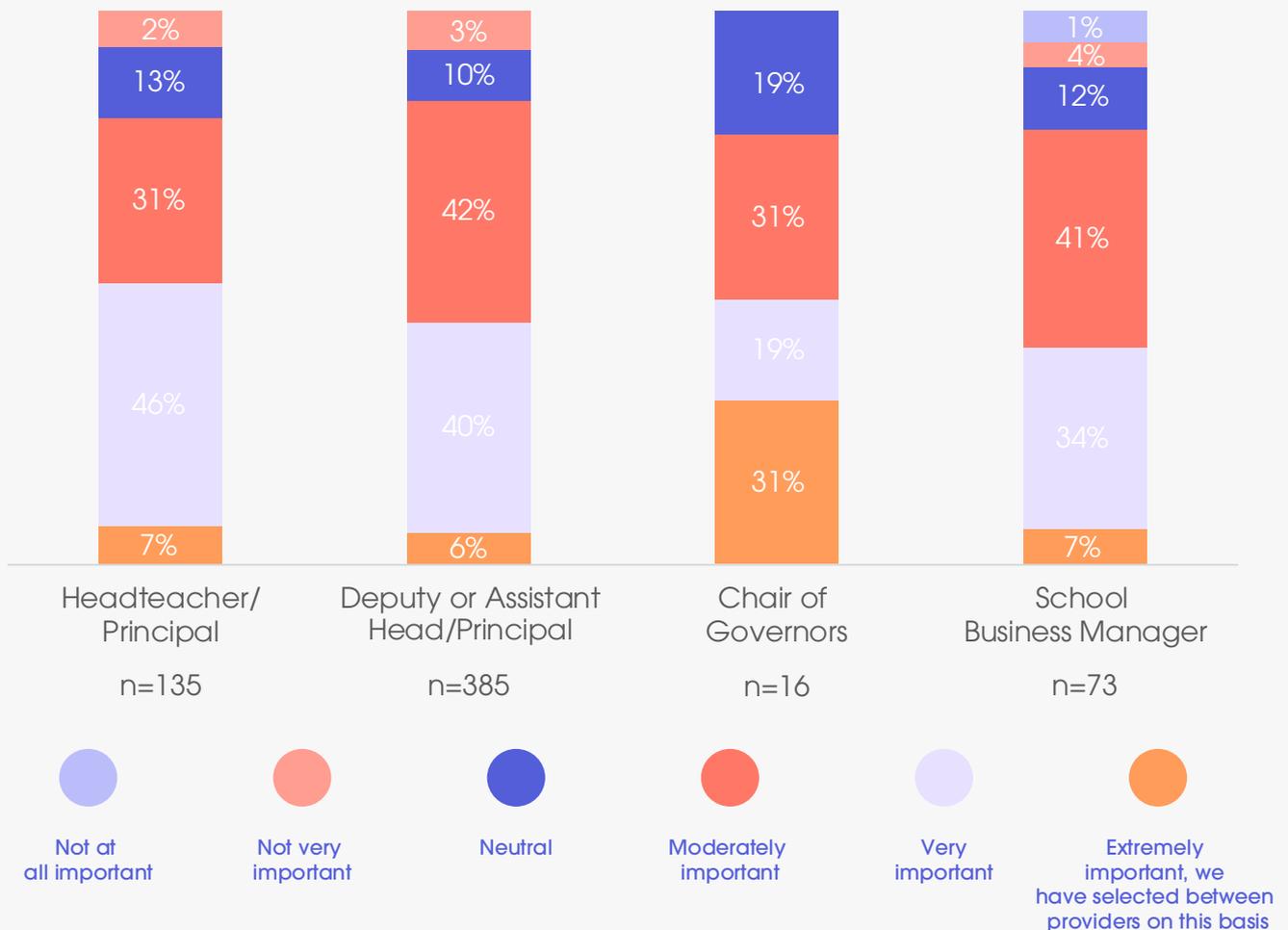
This is why the sustainability of the environment, reducing greenhouse gases and preventing the worst effects of climate change, form a key part of our commitment as a business.

Schools value a provider's commitments to environmental sustainability. In our Autumn 2022 survey of school leaders:

- 86% of school leaders thought commitment to environmental sustainability was important, 7% selected providers on this basis.
- Almost a quarter of school leaders believed that few or none of their providers were committed to environmental sustainability.

“How important is it that your providers are committed to environmental sustainability?”

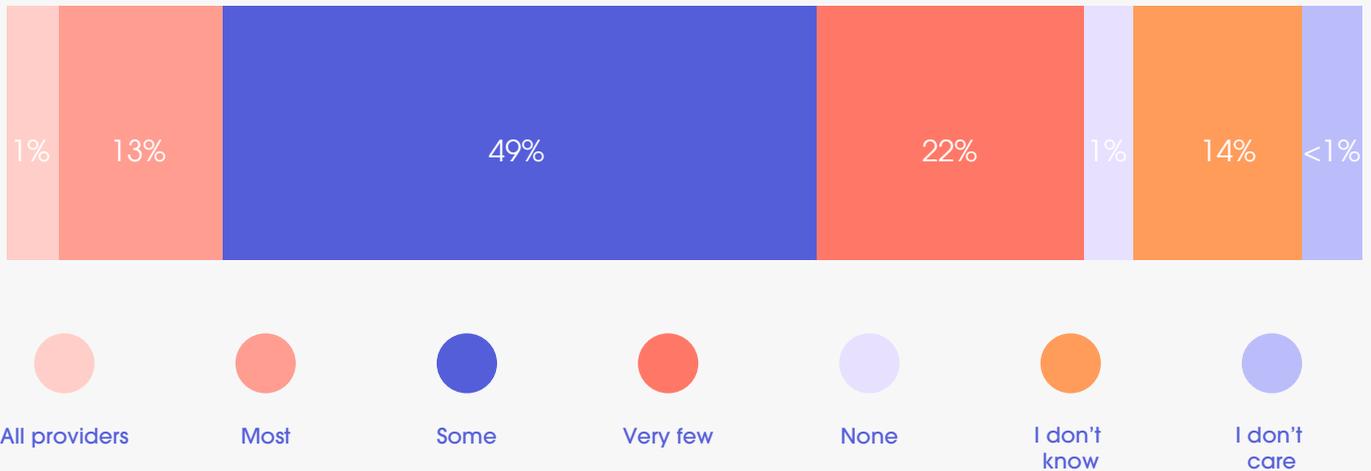
% Respondents, n=609



Percentages may not sum to 100% due to rounding

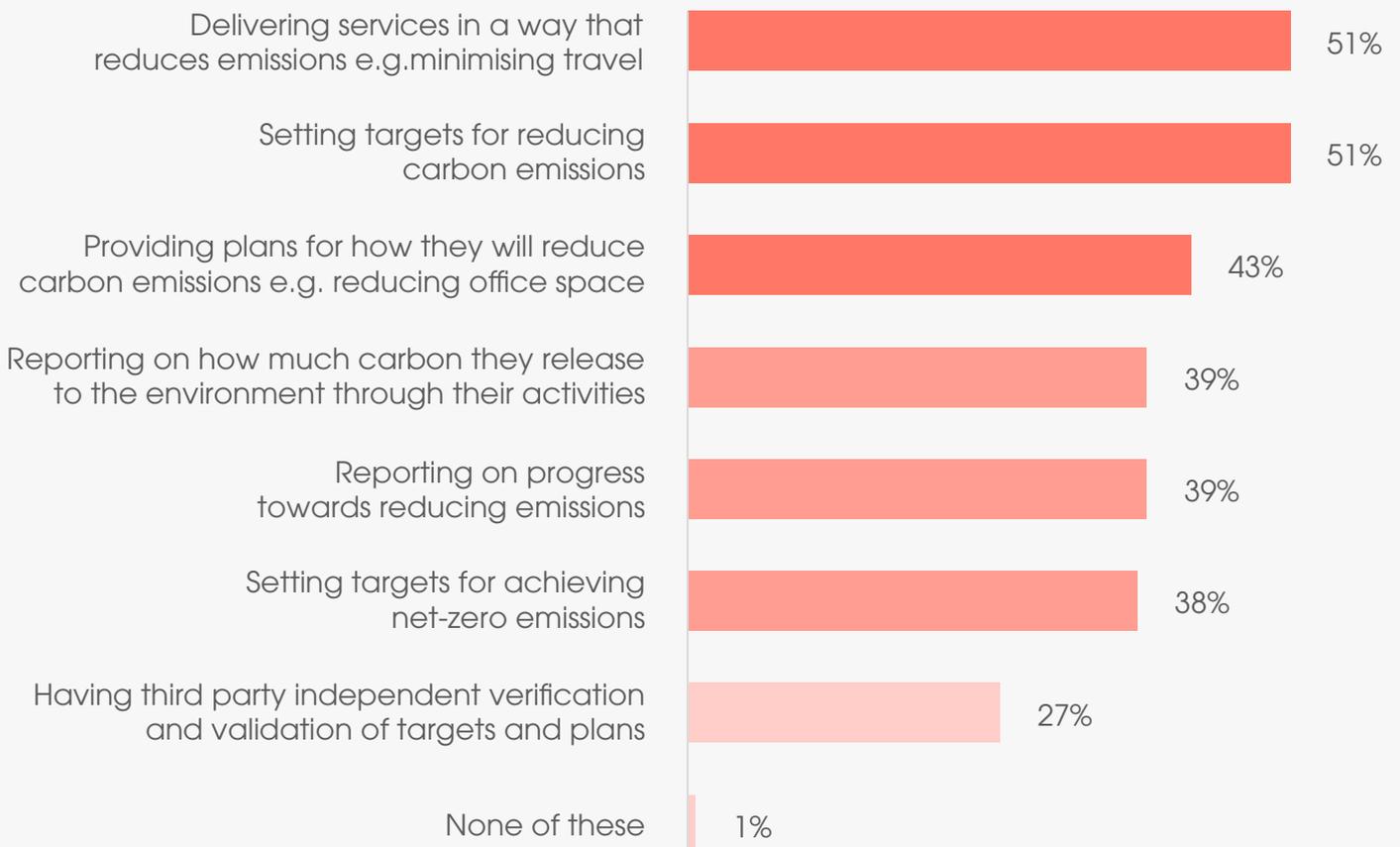
“How many of your providers (across all service areas) do you view as being committed to environmental sustainability?”

% Respondents, n=609



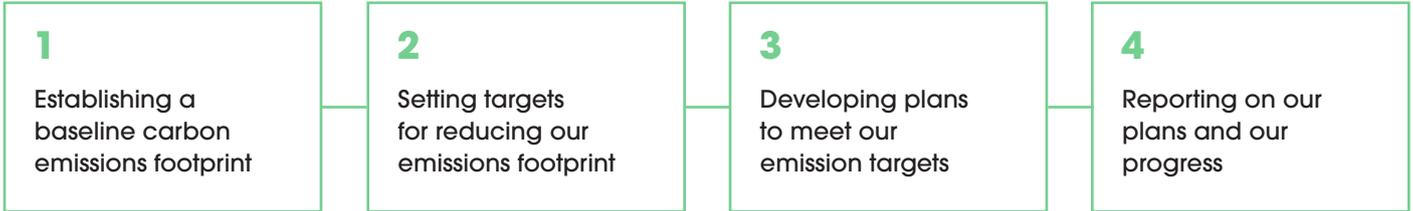
“In your opinion, which of the following demonstrate a provider’s commitment to environmental sustainability?”

% Responses, n=609



Our carbon reduction plan

We are following several stages to develop a carbon reduction plan:



Baseline emissions are a record of the greenhouse gases that have been produced in the past by our businesses, prior to the introduction of any reduction strategies. In accordance with the Greenhouse Gas (GHG) protocol we have established our baseline:

For our baseline year FY20



Scope 1

Natural gas and company-operated transport

Emissions were 128 tCO₂



Scope 2

Purchased electricity

Emissions were 167 tCO₂



Scope 3

Business travel, employee commuting, purchased goods and services and upstream leased assets

We are working towards a more robust assessment

In the near-term we are committing to reduce scope 1 and scope 2 emissions by 42% versus our baseline by FY30. We are working on a more robust assessment of scope 3 to set a similar near-term target.



Target

We are committing to reduce our near-term absolute scope 1 and scope 2 carbon emissions by 4.2% per year, achieving a **42% reduction versus our baseline year by FY30.**



Target

We will be setting a **similar near-term target** for scope 3 emissions. Collecting data and ensuring data quality for scope 3 emissions can be challenging because emission sources are not all under our ownership or control. We have carried out an initial approximation of scope 3 emissions and believe that it is the biggest contributor to our total gross emissions. We are now working to develop a more robust assessment of scope 3.



Target

In the long-term we are committing to reach net-zero by 2050.

Supporting Education Group are also committing to **reaching net-zero by FY50** (reducing long-term scope 1, 2 and 3 emissions by 90%).



To validate our targets as “science-based” and join companies from all sectors in a global effort to reach net-zero emissions, Supporting Education Group has signed up to the Science Based Targets Initiative (SBTi). SBTi is a collaboration between the CDP, UN, WWF, the We Mean Business Coalition and the World Resources Institute that seeks to coordinate net-zero efforts amongst private businesses.

Once validated and published, our targets will be available to view on the [SBTi website](#) alongside those of thousands of other signatory businesses.

We are now tracking our emission reduction vs baseline and will be reporting on our plans and progress in subsequent ESG updates.

It's not enough to set targets, we must have plans in place to meet them and mobilise our passionate workforce to support our emission reduction plan. We are developing a robust emission reduction strategy, centred around:

Reducing emissions from our office sites:

- SEG operates 60 offices across the UK. Where remote working and operational changes lead to surplus space, we will reduce or change it.
- More than half of our offices are leased, which grants us flexibility to make changes. When considering arrangements for serviced offices, we will assess the suppliers, encourage transparency on decarbonisation and where necessary suggest changes to heating, cooling, air conditioning, waste, lighting, and equipment options. We will also encourage a transparent supply chain more broadly for reducing emissions from other purchased goods and services.
- Many of our employees already actively reduce their emissions in the office through energy saving initiatives. We will be running training to further support these great efforts.

Reducing emissions from transport:

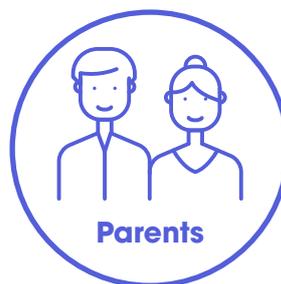
- We are encouraging more local office working, basing employees from their nearest available SEG office with occasional travel to larger offices for meetings and events. We will continue to consider the proximity of office sites to employee's homes and local transport networks.
- We will be reducing the small number of leased company cars that we have in our business and instead support our Electric Vehicle benefits scheme for employees.
- Our employees work from home 2-3 days per week on average; some of our employees work from home full time. We will continue to support our employees to maintain this balance and to embrace hybrid working and training. This will enable us to continue widening the geographical spread of our talent pool, providing career opportunities to employees across the UK.
- 51% of schools we surveyed believe that delivering services in a way that reduces travel demonstrates that providers are committed to environment sustainability. Our staff travel for external client meetings and events for less than 1 day per week on average. We recognise the importance of meeting people to build trusted relationships and will balance this with encouraging remote delivery of services - using technology to deliver expert advice and training remotely as a first choice.



Our impact on the education sector

We believe that long-term success comes from doing a better job. **Understanding how we are delivering impact allows us to do it better** – by investing more into areas that have a positive impact, by finding better ways of working together and by helping our customers to use our products and services in the most impactful way.

In evidencing our impact, we identify four groups of stakeholder...



...and consider the main direct stakeholder impact areas by brand...

	Schools (includes all education settings e.g. nurseries)	Educators (includes all staff working in education settings i.e. both teaching and non-teaching staff)	Parents	Learners
teaching personnel	✓	✓		✓
Protocol education	✓	✓		✓
Fleet Education Services	✓			✓
strictly education	✓			
JUDICIUM EDUCATION	✓			
neo People Management	✓			
School Business Services	✓			
Best Practice Network	✓	✓		
thrive	✓	✓		✓
ed place			✓	✓
inTuition CLUBS				✓
TuitionWorks				✓

Assessing the impact of SEG as a whole is different from assessing the impact of our individual businesses in isolation. This is because it requires a level of abstraction that captures the nature of impact delivered, without being trapped in the context of how we are doing it. As an example, Best Practice Network and Protocol Education both do work that helps retain educators in the profession – but one through professional training and the other through flexible employment opportunities.

The other major complexity in measuring impact across SEG is in recognising the less direct feedback loops. **We work in an interconnected ecosystem where all of our stakeholders affect each other and the way in which impact is 'felt' varies.** Delivering great tutoring may not directly support a school, but in practice it does – by delivering targeted learning and mentoring, helping to keep class cohorts tight, reducing disruption and retaining staff.

We also think about the overall ecosystem, because we are fortunate to have the scale and the backing to be able to get some traction against the big education challenges that our society grapples with.

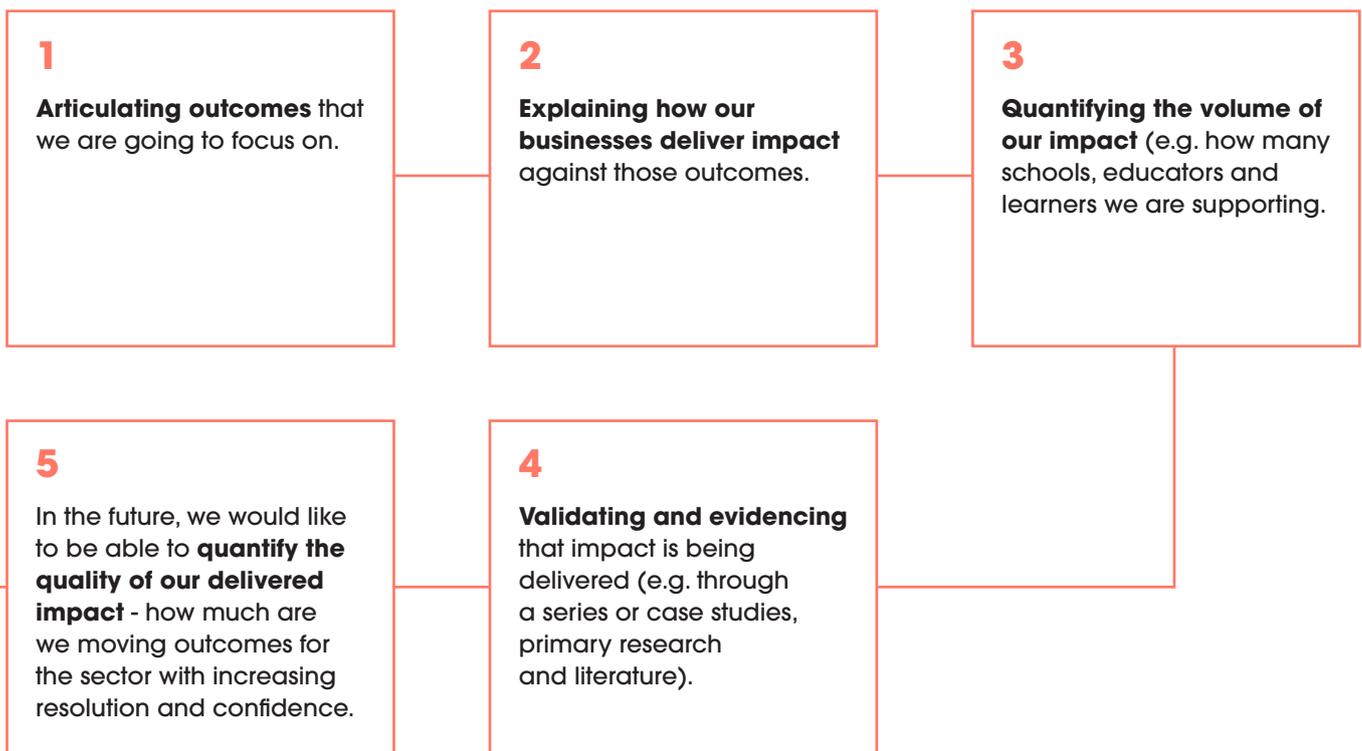


Evidencing our impact

We know from our 2022 survey of school leaders that 88% think it's important to validate impact through an independent third party but only 51% of school leaders are confident that they can identify the right suppliers to deliver impact. It's hard to evidence impact, and doing it well is a multi-year journey with several stages.

Over the past year, we have focused on the first few stages of our evaluation journey. This impact section sets out our work to date.

Stages to evidence impact:



Our objectives in measuring impact:



We have been working collaboratively with ImpactEd to develop a Theory of Change. A Theory of Change helps us to link our activities to short-and long-term outcomes for the sector, which helps to inform planning and decision making.

Our Theory of Change



Overall aim

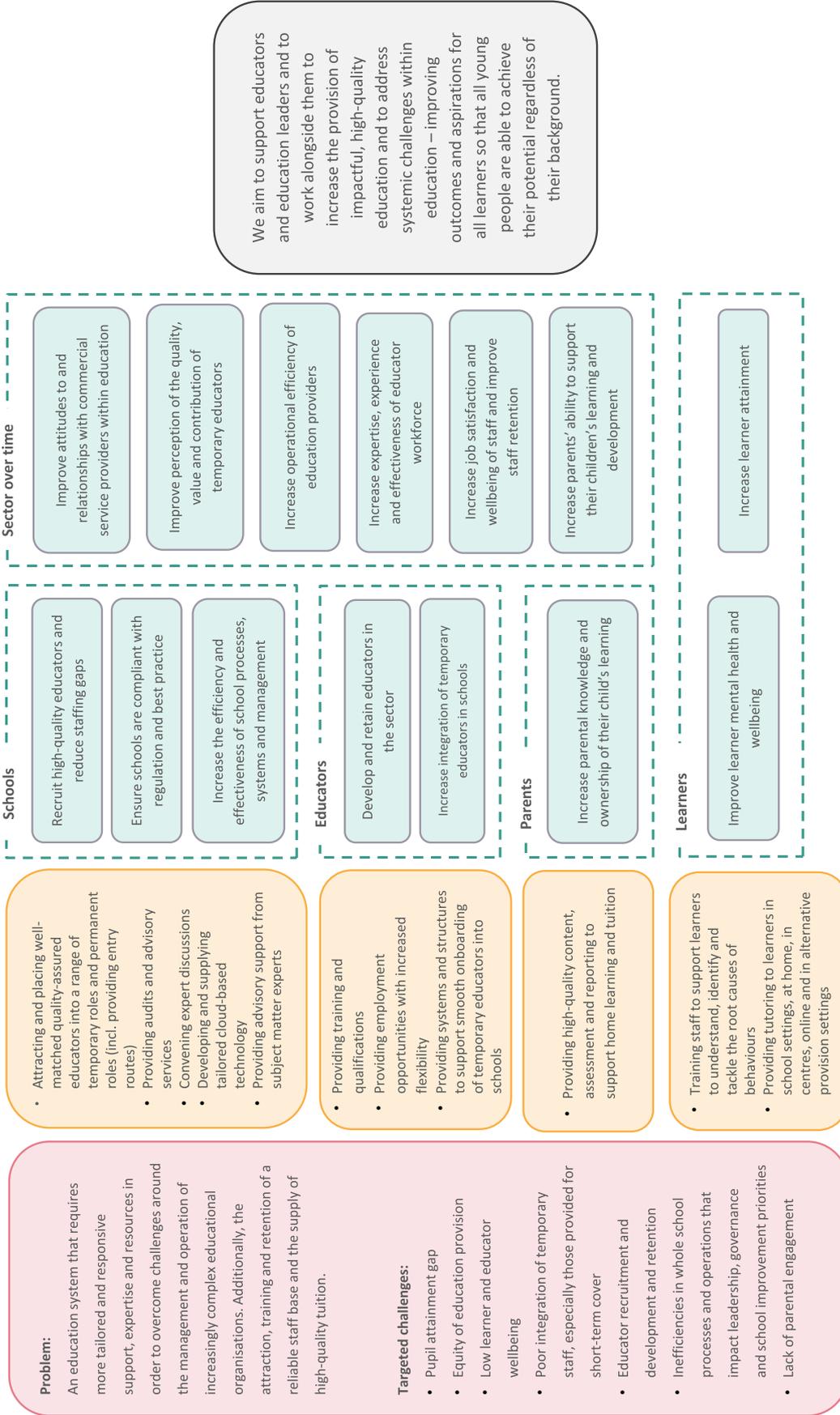
Long-term outcomes

Intermediate outcomes

Inputs/Activities

Problem

Theory of Change – Supporting Education Group



Our evaluation framework

We have used our group Theory of Change to inform the evaluation of our impact. Our evaluation framework incorporates eight outcomes from the Theory of Change which we focus on.

The below table sets out the outcomes that we focus on, how we deliver impact against those outcomes and our progress in evidencing our impact. In the next section we go into detail setting out the evidence that we have collected against each of these eight outcomes in turn.

Outcomes	How we deliver impact	SEG companies	Volume measures and case studies	Availability of systematic evidence
Schools (includes all education settings e.g. nurseries)				
1. Recruit high-quality educators and fill staffing gaps.	<ul style="list-style-type: none"> Attracting and placing well-matched quality-assured educators into a range of temporary roles Attracting and placing well-matched quality-assured educators into permanent roles including providing entry routes into the sector 	   	✓	Low/Medium
2. Ensure schools are compliant with regulation and best practice.	<ul style="list-style-type: none"> Providing audits and advisory services to ensure legal regulation and best practice is followed, identifying any issues that require intervention and supporting follow-ups Convening expert discussions on developments in the sector, key issues and reporting deadlines 	   	✓	Low
3. Increase the efficiency and effectiveness of school processes, systems and management.	<ul style="list-style-type: none"> Developing and supplying tailored cloud-based technology that supports schools to streamline school systems and enhance strategic decision making Providing advisory support from subject matter experts 	       	✓	Low
Educators (includes all staff working in education settings i.e. both teaching and non-teaching staff)				
4. Develop and retain educators in the sector.	<ul style="list-style-type: none"> Providing training and qualifications which (a) help educators to develop and progress through their career from early career, as an experienced educator, and to senior leadership, and (b) supports educators to improve learner behaviour and reduce stress Providing employment opportunities with increased flexibility to those who cannot/prefer not to work full-time or permanently 	   	✓	Low
5. Increase the integration of temporary educators in schools.	<ul style="list-style-type: none"> Ensuring educators are well-matched to temporary roles Providing systems and structures to support smooth onboarding of temporary educators into schools 	  	✓	Low/Medium
Parents				
6. Increase parental knowledge and ownership of their child's learning.	<ul style="list-style-type: none"> Providing high-quality content, assessment and reporting to support home learning and tuition 		✓	Low
Learners				
7. Improve learner mental health and wellbeing.	<ul style="list-style-type: none"> Training staff to support learners to understand, identify and tackle the root causes of behaviours 	  	✓	Low
8. Increase learner attainment.	<ul style="list-style-type: none"> Providing tutoring to learners in school settings, at home, in centres and online Providing tutoring to learners in alternative provision settings 	   	✓	Low/Medium

We are at the very early stages of the process of evaluating our impact:

We have good coverage of volume measures and individual cases studies of how we deliver impact, but there is likely to be some refinement going forwards. We are only just beginning to develop our ability to provide truly systematic external and internal evidence of our impact.

- We have conducted high-level reviews of available literature. A key challenge in this area is that most external evidence links impact through to longer term outcomes for learners rather than considering feedback loops between stakeholders in the immediate term i.e. there's lots of research on how high quality teaching improves attainment, but slightly less on the effectiveness of interventions to improve teacher quality in the first place.
- As our group evaluation framework is newly developed, we are not yet in a position to have captured internal datapoints that evidence our impact – this is something that we need to work on. Some of our businesses have conducted their own studies and where these are relevant we use them in this report. Going forwards the evidence we collect will be specific to the outcomes we focus on.

Improving our methodology

Going forwards it's important for us to:

- (1) be more specific about what we are quantifying.
- (2) quantify the quality of our delivered impact. For example, evidencing that the educators we work with (through recruitment or training) are more likely to find well-matched employment opportunities, and are more likely to stay in the sector.
- (3) improve our impact over time and evidence this.

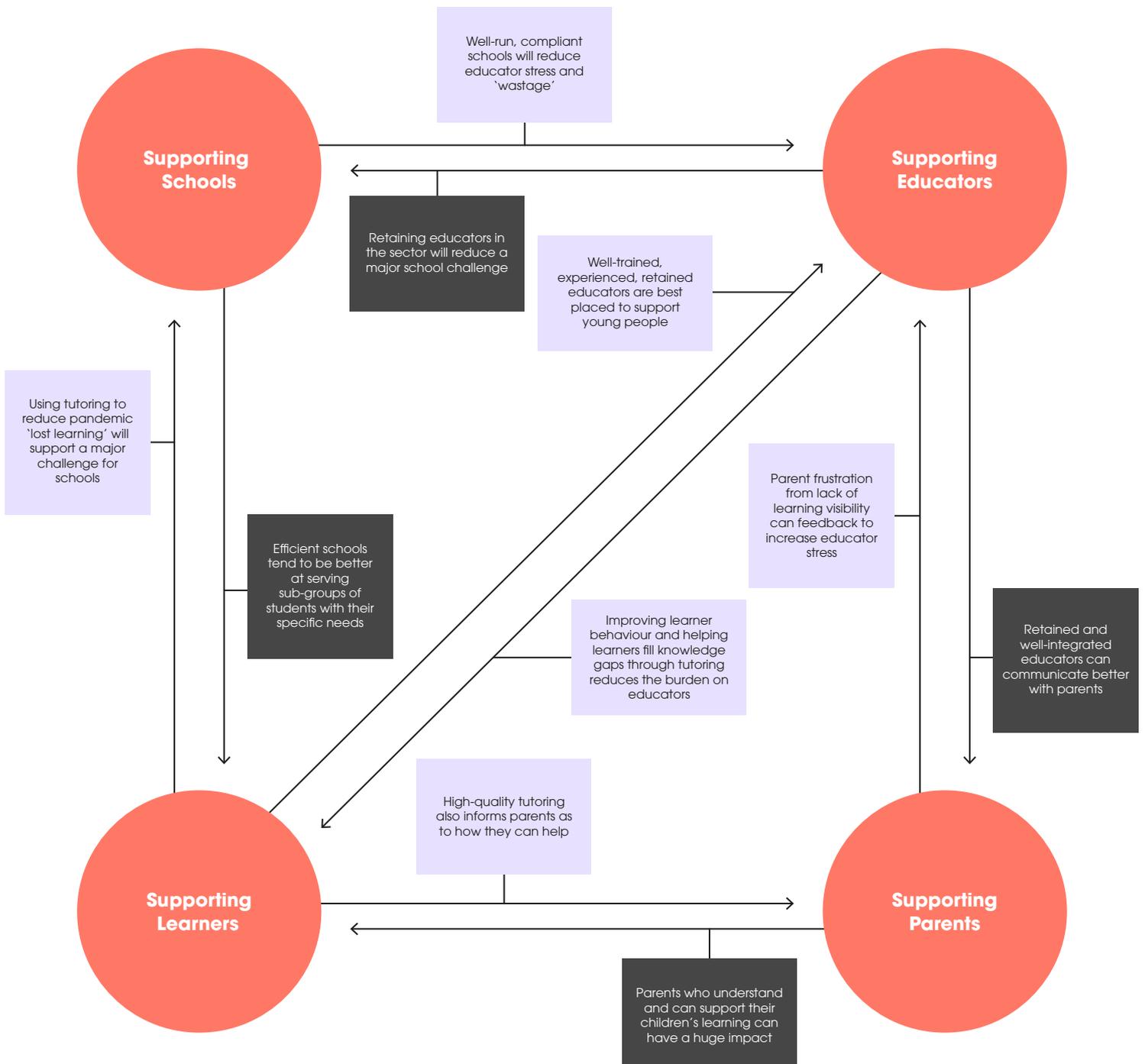


Feedback cycles

In thinking about impact – especially when we look to combine lots of different activities to understand what we do for the overall landscape – we have to recognise that schools, educators, parents and learners are all co-dependent.

In this section we focus on the direct impact that we have on stakeholders but we recognise that our impact on each stakeholder carries a secondary effect onto others. As an example, increasing the qualification level of teachers and retaining them longer in the sector will carry benefits for their learners and for their schools. Helping schools to minimise management overhead has benefits for educators and for learners. Helping parents to be involved and support learning has benefits not just for their children, but has a positive impact on their teachers and their school.

The below diagram begins to map out these indirect impacts.





Impacting schools



Recruiting educators

Outcome:

Recruit high-quality educators and fill staffing gaps.

How we deliver this:

- Attracting and placing well-matched quality-assured educators into a range of temporary roles.
- Attracting and placing well-matched quality-assured educators into permanent roles including providing entry routes into the sector.

SEG companies:



Volume measures:

- In the last academic year, Teaching Personnel (including TP Tutors) and Protocol Education recorded c.180,000 recruitment requests and met c.80% of those requests.
- In any one week, we have approximately 8,200 educators working in schools that need them.
- Each year Teaching Personnel and Protocol Education place c.2,000 staff into permanent positions in schools, two thirds are direct placement and one third are staff moving from temporary to permanent roles.



- When it comes to staffing in schools, we've carried out research that shows that **49% of schools find recruitment the most challenging aspect of staffing** followed by retention (second most challenging), development (third) and management (fourth).
- This is unsurprising given that, despite a COVID-induced surge in postgraduate ITT applications in 2020, the volume of new entrants into schools has subsided to levels below 2019. There has been a resurgence of the UK labour market and more opportunities for flexible working has left schools struggling to compete for talent.¹

¹ NFER analysis of DfE ITT Census data in their 2023 report, 'Addressing the Post-Pandemic Teacher Supply Challenge' showed the number of entrants to ITT courses surged during the pandemic but slumped to below the 2019 level in 2022. NFER also state in this report that the growth of flexible work opportunities in the wider labour market since the pandemic represents an important new threat to the attractiveness of teaching relative to other careers.

We help schools to overcome this challenge and recruit staff in two ways:

1. We attract and place well-matched quality-assured educators into a range of temporary roles.

- SEG, across our companies Teaching Personnel, Protocol Education and Fleet Education Services, has more than 18,000 teachers, tutors and support staff available to work in schools across England and Wales. In any one week, we have approximately 8,200 educators working in schools that need them. This compares favourably to some of the largest MATs in England, and our educators are able to support across the whole sector and not just within individual trusts.
- Maintaining a large pool of high-quality educators means we can be flexible to the needs of schools, offering more choice and a better fit to fill staffing gaps. Some of these gaps might be anticipated (e.g. maternity leave and training), others will be unexpected (e.g. sick leave), some might be systemic (e.g. shortage subjects, rural and remote schools) – importantly, we support across all of these areas.
- In the last academic year, Teaching Personnel (including TP Tutors) and Protocol Education recorded c.180,000 recruitment requests (for Teaching Personnel, c.75% of requests were for planned cover, c.20% were for emergency same-day cover, and c.5% were for permanent placements). They were able to meet c.80% of those requests.
- Planned placements are typically long-term, so there is a value-premium for schools on getting a good fit between the educator and the school / classroom. Our consultants focus on assuring this fit, and have found that their success (and ours, and the school's) comes from this - when the fit is good then the quality of the education can be at its best.
- The emergency placements are critical for ensuring that a day's (or week's) teaching is disrupted as little as possible. This is a smaller part of our work, but its importance is significant - to help get the right educator into a classroom in time to start work, to make sure that their permanent colleagues aren't having to add to their stress by juggling their own days with internal cover.

2. We attract and place well-matched quality-assured educators into permanent roles including by providing entry routes into the sector

- Each year Teaching Personnel and Protocol Education recruit c.2,000 staff into permanent roles, one third of these are temporary educators transferring into permanent roles.
- We also offer entry-level routes to the sector through Teaching Personnel and Best Practice Network.
 - » Teaching Personnel is the UK's leading education recruitment agency. Through the Future Teacher Programme, Teaching Personnel offer graduates the opportunity to trial a position first through a temporary role before deciding to enter the teaching profession permanently and beginning initial teacher training.
 - » Best Practice Network is a major provider of training and qualifications to schools and early years settings. They are the largest provider nationally of Early Years initial teacher training, and offer a teacher apprenticeship for primary teachers. BPN recently won a bid to deliver initial teacher training for all school-based educators from 2023. This will significantly enhance our ability to help schools to find the right early career teachers for them.

Case study:

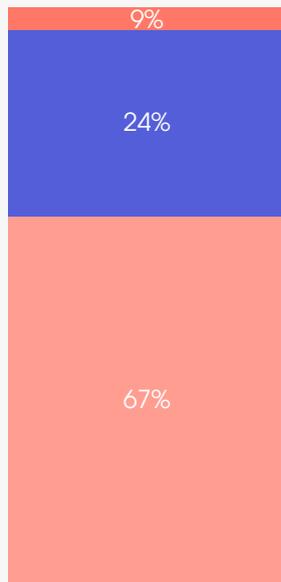
Teaching Personnel's impact evaluation framework



ImpactEd has already been working with Teaching Personnel to introduce a specific evaluation framework including surveys, focus groups and case studies. Results from our initial surveys of educators and clients demonstrate our impact in recruitment. 67% of clients agree that Teaching Personnel's temporary educators provide a high-quality offer for students. 72% of educators who responded to our survey agree that they have more reliable employment opportunities as a result of Teaching Personnel.

Client Survey:
"Temporary educators provide a high-quality offer for our students"

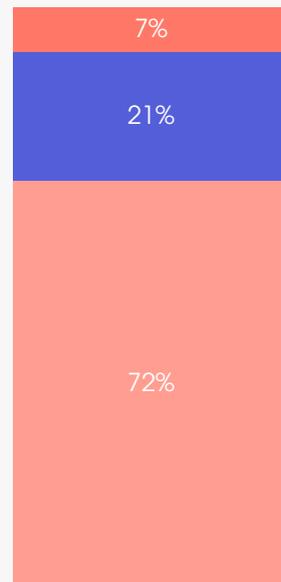
% Responses, n=46



Clients

Educator Survey:
"I have more reliable employment opportunities as a result of Teaching Personnel"

% Responses, n=458



Educators



Agree



Neutral



Disagree

Case study:

Teaching Personnel's Future Teacher Programme with United Learning



Teaching Personnel's Future Teacher Programme is an opportunity for graduates considering a career in teaching to gain practical experience and a route into initial teacher training. Over 4 years, we have worked in partnership with United Learning to place almost 70 graduates into positions in their schools.



Hear about United Learning's experience of the Future Teacher Programme



Hear about our participant's experience of the Future Teacher Programme

We think that our ability to provide systematic evidence of our impact on recruiting educators is low/medium.

- DfE census data which underpins research on the challenges associated with recruitment is readily available and we are aware of a number of pieces of literature that support how the recruitment of high-quality educators drives improvement to schools.
 - » According to the OECD, the ability to recruit and retain high-quality educators and ensure that they are constantly improving is key to successful schools.²
 - » The DfE's Teacher Workload Survey shows that educators feel they spend too much time on non-regular teaching cover for absent colleagues and recruitment activities, these activities add to their workload which is the reason most often cited for teachers leaving the profession.³
- The first data we collected for Teaching Personnel's framework is used in this report. However, the evidence we currently collect is not specific to evidencing our contribution to educator recruitment as an outcome and so will need to be evolved with our group framework in order to capture the nature of our impact on recruitment specifically. We also need to collect evidence from other businesses.

²In 2016, the OECD published a report on '[Policies and Practices for Successful Schools](#)', based on PISA 2015 Results stating that "the most successful education systems select and retain highly qualified candidates for the teaching profession and ensure that they are constantly improving"

³The DfE 'Teacher Workload Survey 2019' showed that 34% of secondary and 16% of primary school teachers and middle leaders feel they are spending too much time on non-regular teaching cover for absent colleagues within school's timetabled day; and that 22% of secondary and 13% of primary secondary senior leaders think they are spending too much time on recruitment.



Staying compliant

Outcome:

Ensure schools are compliant with regulation and best practice.

How we deliver this:

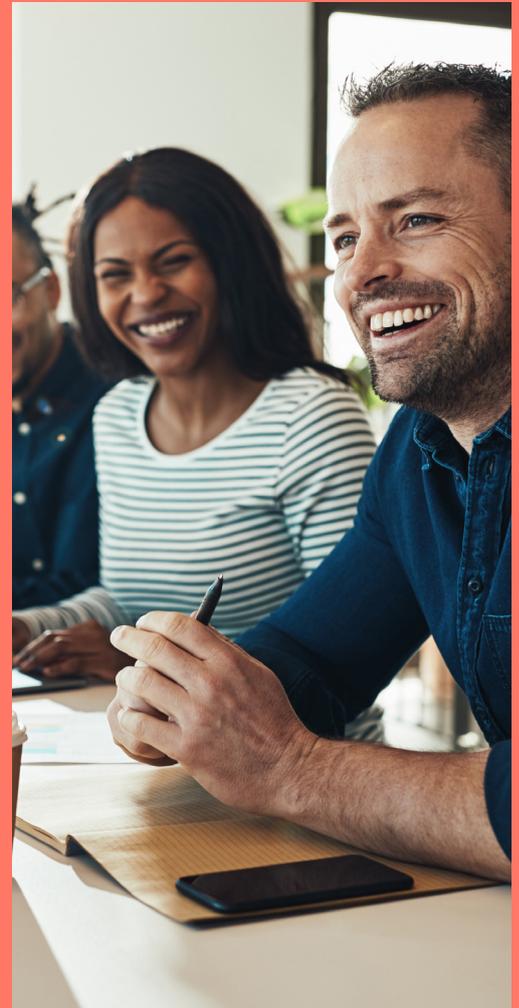
- Providing audits and advisory services to ensure legal regulation and best practice is followed, identifying any issues that require intervention and supporting follow-ups.
- Convening expert discussions on developments in the sector, key issues and reporting deadlines.

SEG companies:



Volume measures:

- Judicium Education is a leading provider of compliance services for schools, they support over 1,900 customers.
- Strictly Education is a leading provider of services to schools, they support over 1,800 customers.



- It's critical that schools work compliantly and that they are up-to-date and understand the latest legal regulation and statutory guidance around best practice from professional bodies, such as the DfE and Ofsted, and from the wider sector. However, schools can find this challenging for a number of reasons: the complexity of regulation, the frequency of changes, schools' lack of resources and expertise, and the volume of stakeholders involved in decision-making.

We help schools to be compliant with best practice and regulation in two ways.

1. Our subject matter experts provide audits, advisory services and training to ensure legal regulation and best practice is followed, identifying any issues that require intervention and supporting follow-ups.

- Judicium Education is a leading provider of compliance services for schools. They support over 1,900 customers with audits, advisory support, training and policy and procedure development on the following key areas: HR and employment law, data protection, health and safety, governance and clerking, and safeguarding. Judicium also provide a technology platform to manage school compliance called Jedu.
- Strictly Education is a leading provider of services to schools, they support over 1,800 customers. Their services include compliance areas such as the health and safety of premises, data protection, employment contracts, DBS checking and safer recruitment training.

2. We support compliance in schools by convening expert discussions on developments in the sector, key issues and reporting deadlines.

- Across Judicium, SBS, Strictly Education and Neo People Management we have more than 300 sector experts delivering advice to our clients. Since the pandemic, our businesses have been convening high-quality expert discussions for free to client and non-client schools.
- We're committed to continuing this support for schools. Last year across our businesses, Judicium, SBS, Teaching Personnel and Protocol Education ran over 175 free sessions on key issues for schools, supported by well-recognised national and internal experts, with approximately 24,000 attendees.

Case study:

Judicium Education's Health and Safety Service



Health and safety is an area where schools can lack the internal expertise and experience. Judicium's Health and Safety Support Service is designed to ensure a safe working and learning environment, and that schools are complying with their legal requirements.

Judicium's Health and Safety service provides confidence to staff internally:

"Health and Safety has always been a difficult area for us; we simply don't have the knowledge or expertise to carry out all the risk assessments ourselves. Judicium's down to earth approach and simple to read policies and documents are a refreshing change".

- Southfield Primary School testimonial

it also supports schools to demonstrate compliance to external stakeholders like Ofsted:

"The academy holds the Judicium School Safety Award".

- Harris Academy 'Outstanding' Inspection Report



Case study:

Judicium Education's Sofa Sessions



Judicium runs free webinars called Sofa Sessions where they convene in-house and external experts to talk about issues facing education and finding solutions. Judicium then produce follow-up blogs sharing key messages and the outputs of polls from their webinars. Judicium has run more than 90 sessions to date, delivering over 180 hours of content, with more than 18,000 attendees.

Example sessions:



“Safeguarding When Judged Not Effective”

1,195 attendees

“Health and Safety - Natasha's Law - What Schools Need to Know”

960 attendees

“CCTV and Data Protection”

784 attendees

We think our ability to provide systematic evidence of our impact in this area is currently low.

- A number of drivers are thought to be increasing the complexity and challenge of school compliance (e.g. increasing and evolving scrutiny from stakeholders such as Ofsted, financial pressures, increasing volumes of personal data being used). We'd like to do more to understand the specific nature of these challenges for customers and link this through to the support we provide.
 - » Literature from the NAHT supports to evidence the impact of providing expert support on school improvement. The NAHT identify an absence of expert support and guidance as a barrier to continuous school improvement.⁴
- We need to review more literature in the area and collect internal datapoints that can be used to evidence our positive contribution towards compliance in schools.

⁴The 2020 NAHT '[Improving Schools](#)' report states that absence of expert support and guidance to help schools implement proven approach effectively is one of nine factors that can act as a brake to school improvement



Efficient and effective schools

Outcome:

Increase the efficiency and effectiveness of school processes, systems and management.

How we deliver this:

- Developing and supplying tailored cloud-based technology that supports schools to streamline school systems and enhance strategic decision making.
- Providing advisory support from subject matter experts.

SEG companies:



Volume measures:

- We currently support over 3,000 schools with their compliance, financial planning and HR needs.
- Each year we process 60,000 DBS checks across our talent businesses and Strictly Education.



- There are a number of inefficiencies in whole school processes and operations that can be detrimental to school leadership, governance and improvement priorities.
- SEG focuses solely on the education sector. We believe we are well positioned to provide technology systems and advisory support that is specific to schools' needs so that they can operate more efficiently and effectively. This means staff can reallocate time to activities that drive greater improvement for their school.

We contribute to improve the efficiency and effectiveness of school processes, systems and management in two ways:

1. We develop and supply cloud-based technology that supports schools to streamline school processes and enhance strategic decision-making.

- We currently provide over 3,000 schools with their compliance, financial planning and HR needs. We also supply technology solutions to support with other key service areas for schools.
 - » In mental health and wellbeing, our business with Thrive Online (a tool for whole school mental health and wellbeing profiling, planning, monitoring and reporting) has been recognised for the effectiveness of their digital product, winning the Digital Health and Wellbeing Learning Product of the Year Award and the Gold Award in December 2022.
 - » In talent, we couple our services with technology to support the smooth recruitment and onboarding of staff. Each year we process 60,000 DBS checks across our talent businesses and Strictly Education. We also provide SupplyMaps to schools, and ensure that staff are easy to manage and onboard through single central record administration and management portals such as myTP Work.

Our technology systems include:

- SBS Budgets: School Business Service's financial planning and forecasting software (also white-labelled as Iris Financial Planner)
- Jedu: Judicium's compliance platform for schools
- EduPeople: Strictly Education's full-suite HR and Payroll software
- Neo:pm: Neo People Management's focused HR and Payroll software
- SupplyMaps: Teaching Personnel's flexible workforce management software
- LEAP: TP Tutors' tutoring management software
- STEPS: Fleet's tutoring management software
- Thrive Online: Thrive's tool for tracking young peoples' mental wellbeing



Case study:

SBS's financial planning and forecasting software, SBS budgets



School Business Services (SBS) works with 2,200 schools and academies to help manage their finances and IT systems. Its budgeting software is used by over 1,600 schools.

Their development roadmap includes new functionality and features that are specific to the evolving needs of schools, so that schools are equipped with the processes and information to make well-informed decisions. One example of this is SBS's new rebudgeting module:

- **Rebudgeting** - Schools have found it extremely difficult to understand and navigate the budgetary impact of the pandemic and recent economic uncertainty and rising costs. SBS launched a rebudgeting module to their software so that customers can automatically create a new budget forecast scenario using actuals data imported from their finance software with a range of quick update options. Through this module, SBS is supporting schools to access accurate and timely data on their school's current finances to inform decision making.

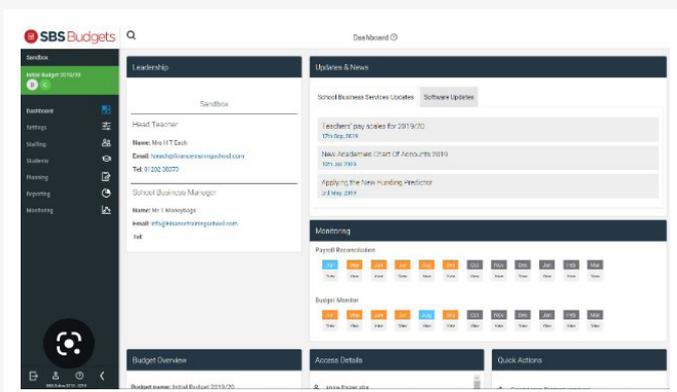
SBS also supports schools with technology management and the integration of systems:

- **Integration of systems** - By supporting schools to integrate different systems and applications, SBS helps schools to eliminate duplicated effort and reduces the risk or errors or inaccuracies. This frees up time and resources so that staff can focus on decision-making and other areas of school management. SBS works with several respected partners in the sector. They are the only provider in the UK to be accredited to support the five main MIS systems. SBS is also white labelled by Iris as IFP, Iris Financial Planner, providing integration into Iris Financial software.

"Where many other companies thought they couldn't help us, the team at SBS worked hard on a bespoke solution for our federation which does exactly what I wanted it to and links seamlessly with Iris Financials (formerly PS Financials).

Days spent on payroll reconciliation each month have been reduced to just two or three hours. Budget construction and amendments are so straightforward and for the first time ever we can see the impact of proposed changes during initial discussions with SLT".

- Seaton Valley Federation



2. **We contribute to improve the efficiency and effectiveness of school systems, processes and management by providing expert advisory support from subject matter experts.**

- We've already spoken about the expert support we provide around compliance. Our advisory support extends across many other areas such as technology support, school operations, finance and HR.
- We have more than 300 sector experts, more than 400 recruitment consultants and 500 trainers and assessors supporting the needs of client schools and their staff. We also place staff into support and operational roles (e.g. for payroll administration, HR, and clerking).

We think our ability to provide systematic evidence of our impact in this area is currently low.

- We are aware of literature that supports the need for expert support in schools, and that access to good financial skills and benchmarking information can improve school efficiency. We need to review more literature on the outcome of school efficiency and effectiveness and collect internal datapoints that can be used to evidence our positive contributions.
- In a recent school leader survey on budgeting, we found that SBS customers were more positive about their financial outlook, and felt about twice as likely to be able to manage their budget to break even this year vs non customers.
- We've already discussed research from the NAHT, who identify an absence of expert support and guidance as a barrier to continuous school improvement.





Impacting schools: future plans

Going forwards there are a number of ways in which we would like to develop our impact on schools.

To improve our ability to recruit high-quality educators and fill staffing gaps:

- BPN won a bid this year to deliver initial teacher training from 2023. This will substantially enhance our ability to deliver a workforce for the sector and to place the right teachers in schools.
- We are also investing in digitising more of the end-to-end recruitment process for our customers and our educators, exploring areas such as automatic matching of educators and clients, the creation of online workforce and alumni communities, digital vetting and onboarding. This will support us to engage our customers more, empower our employees, optimise our operations and transform our services.

To improve our ability to ensure schools are compliant with regulation and best practice:

- We would like to further underpin the delivery of Judicium’s audit and advisory services with investment in Judicium’s single platform, Jedu. Jedu currently supports customers to manage compliance for health and safety and data protection. We are expanding Jedu’s capability to track and monitor compliance across all services, providing one system that captures audit and action plan requirements, tracks progress and provides reporting.
- We are also focusing on how safeguarding in schools could be improved. This is an issue that’s very important to all stakeholders in education. We’ve studied in detail how Ofsted-4s are linked to specific safeguarding failures, and the areas of safeguarding that schools find most effective versus most challenging. Judicium launched a safeguarding offering and has grown this to c.100 customers. We are considering additional ambitious propositions for this area.

- Our investments in digitalising recruitment processes such as vetting checks will also support schools to be compliant.

To improve our ability to increase the efficiency and effectiveness of school processes, systems and management:

- We already support schools with HR systems and processes through our businesses Strictly Education and Neo People Management, and we are exploring opportunities for a fuller end-to-end approach to talent in schools. We believe that this can help guide school leaders to make better strategic decisions about their workforce through aligning their recruitment, retention, development and management of talent. One of our first steps on this journey is the introduction of a Talent Diagnostic tool for schools and MATs.
- We are investing significantly in product development to improve additional reporting and dashboards, especially for the MAT sector which increasingly needs visibility across their school estate for their senior leaders and central teams. We are also exploring the potential in data benchmarking – both to help schools and MATs to prioritise investment areas and to use relevant peer comparisons to support the efficiency culture that the DfE wishes to promote.
- Our reach to education professionals through free webinars is impressive. Last year alone we reached approximately 24,000 staff working in schools. We will continue to invest in value-add information and advice to the sector. We recently launched a new MAT Talent webinar series which covers current ‘hot topics’ with support from internal and external market experts.



Impacting educators



Develop and retain educators

Outcome:

Develop and retain educators in the sector.

How we deliver this:

- Providing training and qualifications which (a) help educators to develop and progress through their career from early career, as an experienced educator, and to senior leadership, and (b) supports educators to improve learner behaviour and reduce stress.
- Providing employment opportunities with increased flexibility to those who cannot / prefer not to work full-time or permanently.

SEG companies:



Volume measures:

- In the last academic year, BPN enrolled more than 6,000 learners onto Early Career Framework support and over 7,500 learners onto National Professional Qualifications. They also supported more than 650 educators through apprenticeships.
- Thrive has trained 52,000 educators in mental health and wellbeing to date, reaching over 640,000 children and young people.
- 18,700 CPD courses were completed by our educator workforce last year.



- As previously mentioned, our research shows that schools find retention to be the second most challenging aspect of staffing after recruitment. These challenges are interlinked. A small increase in staff turnover can create significant additional pressures on recruitment. It's often in the early years that schools struggle to retain staff. Approximately 20% of new teachers leave the profession within their first 2 years of teaching, and 33% within their first 5 years.

We provide support to develop and retain educators in the sector in two ways:

1. We provide training and qualifications which (a) help educators to develop and progress through their career from early career, as an experienced educator, and to senior leadership, and (b) supports educators to improve learner behaviour and reduce stress.

- SEG provides training and qualifications through Best Practice Network (BPN) and Thrive. We also provide CPD training to our 18,000+ workforce through Teaching Personnel and Protocol Education.
- BPN has a comprehensive range of government approved qualifications that help educators (both teachers and non-teachers) to progress through their careers. At the end of our latest financial year, 11,000 education professionals were signed up for qualifications from BPN. Now that BPN has been awarded an initial teacher training licence, it is unique in the sector as one of the only providers who deliver the full golden thread of teacher development - Initial Teacher Training (ITT) and support staff qualifications, through Early Career Framework support (ECF) and Mentor Training, to National Professional Qualifications (NPQs) through to Executive School Leader level.
- Last academic year (2021/22):
 - » c.350 learners enrolled with BPN for Early Years Initial Teacher Training;
 - » more than 6,000 learners enrolled onto their Early Career Framework support, which combines face-to-face and virtual training with highly personal mentorship (they also train mentors to assure the quality of this critical guidance);
 - » over 7,500 learners enrolled onto National Professional Qualifications through Best Practice Network and the Outstanding Leaders Partnership (a national network of over 100 Teaching School Hubs, MATs and Diocese school groups) that BPN supports. These DfE-accredited qualifications can help teachers to develop their specialist skills (for example in relation to Behaviour and Culture, Literacy or Teacher Development) or to develop as leaders (for example for headteacher preparation, or executive leadership of a MAT);
 - » BPN also supported more than 650 educators through apprenticeships. The majority of these were for Early Years educators taking level 2, 3 and 5 apprenticeships. We also provided apprenticeships to Teaching Assistants and NPQ participants.
- Thrive has trained 52,000 staff in mental health and wellbeing to date, reaching over 640,000 children and young people. Thrive's work helps to improve learner behaviour which can reduce stress for educators.
- Last year our educator workforce also completed 18,700 CPD courses with Teaching Personnel, Protocol Education and Fleet.

Case study:

Early career and experienced teacher development through Best Practice Network



The first years of a teacher’s career are vitally important for professional development including developing good habits and effective teaching strategies. Hear from participants on our Early Career Development Programme.



National Professional Qualifications help to progress teachers in specialist areas (e.g. behaviour and culture, leading literacy, and leading teacher development) and into senior leadership roles. Hear from a participant on our NPQ programme for Executive Leadership.



2. We develop and retain educators in the sector by providing employment opportunities with increased flexibility for those who cannot / prefer not to work full-time or permanently.

- Last year approximately 36,000 qualified teachers (c.8%) fell out of the English state-funded education workforce. Teachers fall out of workforce for many reasons including stress, financial concerns and family needs. Historically, schools have found it difficult to support part-time educators, and this has driven significant numbers of talented educators who need greater flexibility out of the workforce – whether it’s because they might be nearing retirement, wanting to reduce their workload or to accommodate caring responsibilities.
- For many years we have helped to retain these individuals within education; we have more than 18,000 teachers, tutors and support staff and place c.8,200 in schools each week – many of whom would have needed to move on to other careers without our support. The DfE has recognised that more needs to be done to encourage schools to embrace flexible working, we are very encouraged by this and look forward to continuing to help with this important issue.

Case study:

Teaching Personnel's evaluation framework results on retention



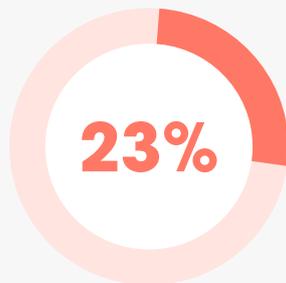
As previously mentioned, Teaching Personnel have already taken steps to introduce an evaluation framework including surveys, focus groups and case studies.

In our survey of Teaching Personnel educators, our educators had a higher appetite to remain in the sector than a national sample of educator professionals:



9% of educators surveyed think they will no longer be working in education in 2 years' time, compared with

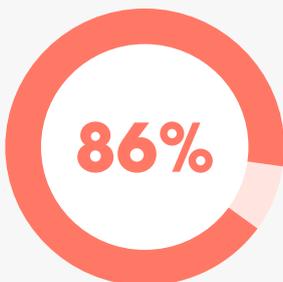
22% of NEU members.



23% think they will no longer be working in education in 5 years' time, compared with

44% of NEU members

Educators were also positive about the employment opportunities that they have:



86% believe they have more flexible employment opportunities as a result of Teaching Personnel

We believe that our ability to provide systematic evidence of our impact on educator retention is low.

- In terms of external evidence, the DfE's Teacher Recruitment and Retention Strategy explains that the challenge of retaining early career teachers is worsening. Approximately 20% of new teachers leave the profession within their first 2 years of teaching, and 33% within their first 5 years. The early career framework was launched to transform support and training for early career teachers so that they have a longer and more successful career in teaching. Evaluation of the early carer framework is still in the early stages with the DfE. Their interim research brief focuses on engagement with the programmes rather than impact.
- Evaluation of NPQs is more developed. The DfE's evaluation of the 2017 National Professional Qualifications showed that participants who agreed that their school created an ethos in which staff were motivated and supported to develop their skills and subject knowledge were more likely to say that they planned to stay in the teaching profession for the next three years, that they enjoyed working in their school, that they were satisfied with their job and that their workload was manageable.
- The DfE's Teacher Recruitment and Retention Strategy also sets out flexible working as an important strategy for retaining educators. Fewer educators, both female and male, work part-time in schools vs in other professions; and among secondary school teachers who leave the professions, the proportion working part-time increases by 20 percentage points when taking a new job.
- As for our own internal evidence, initial results from Teaching Personnel's evaluation framework support to evidence our impact on teacher retention (see case study), we can work to track and improve upon these metrics going forwards and extend this survey to other businesses.

- Articulating the impact of our work in delivering training and qualifications is complex because of feedback loops between outcomes, which we discuss later. Ultimately, our aim is for the multiple benefits of delivering training and qualifications (increased educator skill set, higher educator job satisfaction and educator wellbeing) to feed through to support educators to remain in the sector, which is then a hugely important factor influencing pupil outcomes.
- There are other ways in which we think we deliver the outcome of increasing educator retention that we haven't explored in detail yet. For example, our mental health and wellbeing training business, Thrive, has worked with more than 52,000 staff to date on supporting the mental health and wellbeing of their students. A DfE report on factors affecting teacher retention found that stress and ill health was a contributing factor to a teacher's decision to leave the profession.⁴ We believe that our provision of learner mental health training has a knock-on effect of also increasing educator mental health and wellbeing, helping to increase the job satisfaction of school staff so that they are more likely to remain in the sector.



⁴ A DfE research report on 'Factors affecting teaching retention: qualitative investigation', 2018 states that around one in five primary and secondary teachers involved in the research reported that they suffered stress and ill health issues due to heavy workloads and a lack of support shown by their SLT for issues including pupil behaviour.



Integrating temporary educators in schools

Outcome:

Increase the integration of temporary educators in schools.

How we deliver this:

- Ensuring educators are well-matched to temporary roles.
- Providing systems and structures to support smooth onboarding of temporary educators into schools.

SEG companies:



Volume measures:

- Across Teaching Personnel (including TP Tutors) and Protocol Education, we fill a total of c.143,000 placements in schools each year.



- Attracting high-quality, dedicated staff into temporary roles in schools can lead to a number of benefits e.g. ensuring continuity of learning, filling staffing gaps and easing workload of permanent staff. In order for temporary staff to be successful in their roles and quickly integrate into a school, it's important that they are well-matched to the temporary role and that the appropriate support, resources and professional development opportunities are provided.

We provide support to increase the integration of temporary educators in schools in two ways:

1. We ensure that educators are well-matched to temporary roles.

- Teaching Personnel and Protocol Education are two of the leading education recruitment agencies in England & Wales, supporting thousands of educators each year to find work in UK classrooms. Our 18,000+ workforce of teachers, tutors and support staff provide a size and scale which means we can be highly flexible to schools' needs.
- We have more than 400 recruitment consultants supporting schools. They match educators to roles based on the needs of the school, the intricacies of the role and the requirements of leadership teams. We maintain lists of preferred educator/school matches and prioritise these to encourage consistency and continuity.

2. We provide systems and structures to support smooth onboarding of temporary educators into schools along with ongoing support and professional development opportunities.

- Given the nature of our services and the positions that we offer working directly with young people and vulnerable adults, we go above and beyond basic checks for our educators. We ensure that safeguarding obligations and quality standards are met through rigorous vetting and training provision. Our pre-employment checks for educators are described later in the governance section of this report.
- myTP Work is a central portal for educators and schools to manage their relationship with Teaching Personnel through their smartphone, tablet or desktop. Educators can use the myTP Work app to access Teaching Personnel's CPD Academy, which is a one-stop shop for accredited online training courses.

We believe that our ability to provide systematic evidence of our impact on integrating temporary educators in schools is low / medium.

- We need to carry out a more detailed review of literature but, as previously mentioned, Teaching Personnel have already taken steps to introduce an evaluation framework including survey, focus groups and case studies. Results from this framework are already quite specific to our impact on the outcome of increasing temporary educator integration. The case study below shows that clients are positive about the integration of TP staff into their schools, and the quality of our workforce.
- We now need to refine the approach, establish a rhythm of repeating and monitoring results, apply a similar methodology across other businesses and, where possible, benchmark versus the sector.

Case study:

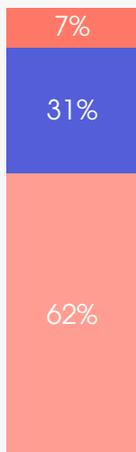
Teaching Personnel’s evaluation framework results on integrating educators.



Client Survey:

"The continuity of temporary educators working in your school has increased"

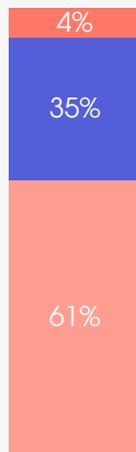
% Respondents, n=45



Client Survey:

"Temporary educators are well-integrated in their subject department / phase"

% Respondents, n=46



Client Survey:

"Temporary educators have appropriate knowledge of the ethos and culture of my school"

% Respondents, n=46



Educator survey:

"I feel well-integrated in the subject department / phase of schools I am placed in"

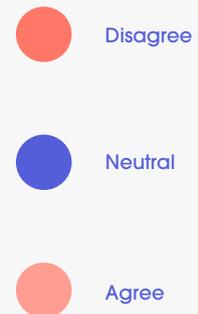
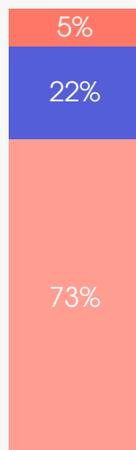
% Respondents, n=453



Educator survey:

"I have adequate knowledge of the ethos and culture of schools I am placed in"

% Respondents, n=456





Impacting educators: future plans

There are a number of areas that we would like to focus on going forwards to develop our impact on educators.

To improve our ability to develop and retain educators in the sector:

- ImpactEd's 'Working Well Report' demonstrates a positive association between staff wellbeing and pupil wellbeing.⁶ At the moment we improve staff wellbeing indirectly through providing them with training on pupil mental health and wellbeing. We are exploring options to do more to directly support staff with their mental health.
- We are excited to develop our ability to offer the entire "golden thread" of educator training and development. The golden thread includes the provision of staff development from Initial Teacher Training and support staff qualifications, through Early Career Framework support (ECF) and Mentor Training, to National Professional Qualifications (NPQs) through to Executive School Leader level. When we begin to offer Initial Teacher Training through BPN we will be better placed to provide educators with tools to navigate and take ownership of their career from beginning to end, and we are very excited that engaging with them from the outset will enable us to track and support their retention, and to compare this to retention in the wider education workforce.
- We also expect to broaden our apprenticeship offering and increase the volume of learners we support with apprenticeship training.
- We are also exploring partnerships with other bodies to help the educators in our network to further build their career – in particular through the Chartered College of Teaching.

- We believe that many of our 18,000-strong workforce choose to work through our businesses because of the flexibility we can offer. We would like to do more to understand the characteristics and motivations of our educator workforce. We recently hired an Education Experience Director who will be working on our understanding of our workforce as well as reviewing our educator experience in order to gain insights on how best to support them - through providing the very best educator onboarding process, more community initiatives and training opportunities.
- A key measure we will be focusing on is utilisation, maximising available work and opportunities to those who onboard with us. Job sharing is an example of a flexible model that could increase utilisation and promote more flexible employment opportunities for our workforce.

To improve our ability to increase the integration of temporary educators in schools:

- We have also already mentioned the investment we're making in digitising more of the end-to-end recruitment process for our customers and our educators, exploring areas such as automatic matching of educators and clients, client self-service and the creation of online workforce and alumni communities. These initiative will also support the integration and effectiveness of our temporary educators in schools.

Also, while it doesn't bear specifically onto these outcomes, our reach is beginning to extend globally. Last year BPN received NPQ applications from candidates across more than 80 countries. In the future we hope to do more to impact on educators outside of England & Wales.

⁶ImpactEd's 2022 'Working Well Report' shows 0.47 correlation between staff wellbeing and pupil wellbeing



Impacting parents

Parental knowledge and ownership

Outcome:

Increase parental knowledge and ownership of their child's learning.

How we deliver this:

- Providing high-quality content, assessment and reporting to support home learning and tuition.

SEG companies:



Volume measures:

- Last year, we provided home learning support to 50,000 parents through EdPlace.



- There are a number of challenges that can prevent parents from feeling empowered to make choices about their child's education and to support their learning. Some parents may feel intimidated by the education system, some lack the resources they need. Some parents feel so overwhelmed with the amount of information that's available to them that they don't know where to focus. On the other hand, some parents feel there are gaps in school-home communication that prevents their understanding of their child's progress and what they can do to support learning.

1. **We increase parental knowledge and ownership of their child's learning by providing high-quality content, assessments and reporting to support home learning and tuition through our business EdPlace.**

- EdPlace is a leading content and content delivery platform for students learning English, Maths and Science. They directly support parents, providing access to relevant learning support; EdPlace also work with independent tutors, tuition providers (including our business inTuition Clubs) and schools.
- Last year, EdPlace supported 50,000 parents through their platform and 63,000 young people. Students spent a total of 630,000 hours on EdPlace. They completed 1.4m activities and 40,000 assessments.
- EdPlace Dynamic Assessments are designed to support parents, educators and learners to quickly identify gaps in National Curriculum understanding. They offer a concise, low-stress way to support personalised intervention so that pupils can make additional progress.
- Reporting also supports parents in appropriate interventions and next steps. The EdPlace platform provides a progress dashboard for parents and educators to view areas such as learners engagement, progress with activities and performance on topic areas.



Case study:

Feedback for EdPlace



As of March 2023, EdPlace had a TrustPilot score of 4.5 and receives positive feedback from parents:

Highly recommend for Home Educators

"EdPlace provides my child with the learning she was not receiving at school. It allows my child to do work that is fit for her age and ability and explains the work in full detail. I also love the fact that it is automatically marked for me and I can review her weeks work and see what she is struggling with and might need to have further help with."

- Trustpilot review, 21 March 2023

Excellent app for home education

Excellent app for home education. There are plenty of activities for core subjects which track the national curriculum. At the end of each week we get a summarised progress report for all the subjects/activities, and also an emailed report at the end of each day. Would definitely recommend.

- Trustpilot review, 03 March 2023

In July 2022, EdPlace won an award for 'Best Educational Resource for Tuition' from the Tutor's Association. This is on top of their previous award for 'Best Educational Resources for Parents and Home learning' from Bett 2021.

THE TUTORS'
ASSOCIATION



We believe that our ability to provide systematic evidence of our impact on parental knowledge and ownership is low.

- We are aware of literature that supports parental engagement in driving improved outcomes for pupils, and literature that recommends how to 'best' engage parents. We'd like to do more to understand, specifically from parents, what they find most challenging in supporting their children with learning at home and how we can do more to support them.
 - » The Education Endowment Foundation produced a Parental Engagement Guidance Report that suggested parents are provided with practical strategies to support learning at home. This includes tips, support and resources, which can make home activities more effective; they also recommend supporting parents to create regular routines and encourage good homework habits.
- EdPlace is passionate about evidencing the impact that it has, particularly on pupil attainment. They publish an annual impact report which quantifies the amount of support they deliver to their stakeholders, and, through an internal study, EdPlace measure the additional progress that's made by pupils engaging with their platform (results from this are shared in the following section). We'd like to extend this work to focus on the outcome of increasing parental knowledge and ownership of their child's learning.



Impacting parents: future plans

There are select areas that we would like to focus on going forwards to develop our impact on parents.

To improve our ability to increase parental knowledge and ownership of their child's learning:

- EdPlace have been working to understand where the painpoints are in a learner's education journey (e.g. prep for entrance exams, home education, revision for statutory exams). They are making some tweaks to their proposition in order to be able to provide high-quality provision that will support parents at these stages.
- We already engage with parents through EdPlace's platform, there are opportunities for us to further our engagement through our other businesses, namely in tuition and in pupil mental health and wellbeing. This would be through additional reporting features and functionalities for tuition.



Impacting learners



Learner mental health and wellbeing

Outcome:

Improve learner mental health and wellbeing.

How we deliver this:

- Training staff to support learners to understand, identify and tackle the root causes of behaviours.

SEG companies:



Volume measures:

Thrive has trained 52,000 staff to support learner mental health and wellbeing to date, reaching over 640,000 young people.



- The pandemic has increased the number of young people who are struggling with mental health and wellbeing, and this has continued post-lockdown.
- In February 2023, we ran a survey of school staff with responsibility for / visibility over pupils' mental health and wellbeing. The findings revealed pupil mental health and wellbeing as a significant challenge to schools (ranked more challenging on average than other areas such as pupil behaviour and attendance, although these of course can be interrelated).
- Mental health and wellbeing of learners in schools is expected to get worse. 76% of staff thought pupils' mental health and wellbeing needs in their school were likely to more of a challenge going forwards. Key drivers of this, amongst others, being social media pressures, the increasing cost of living and strain on public services and benefits.

There is one key outcome that we focus on to impact learner mental health and wellbeing:

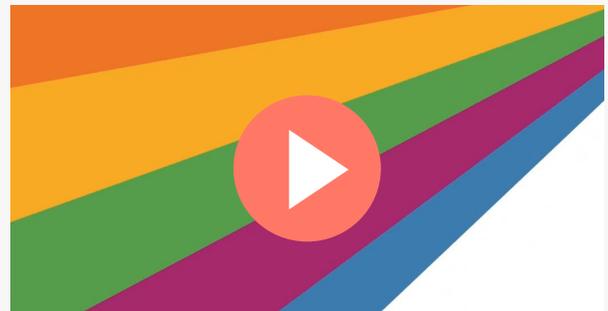
1. **We support learner mental health and wellbeing by training staff to support learners to understand, identify and tackle the root causes of behaviours. We do this through our business Thrive.**
 - The Thrive Approach is a programme of support aimed at helping educators to help young people self-regulate and engage with their learning. Thrive do this through staff training, whole school assessment and interventions.
 - More than 2,800 settings use the Thrive Approach to support mental health and wellbeing in their school. Thrive, has reached over 640,000 children and young people to date, training 52,000 staff.
 - Thrive has a web-based profiling, action-planning and progress monitoring resource, Thrive-Online, that underpins all Thrive practice for customers. Thrive have been recognised for the effectiveness of their digital product in driving higher quality education for pupils. In December 2022, Thrive was a global winner of the Digital Health and Wellbeing Learning Product of the Year Award and the Gold Award.

Case study:

The impact of the Thrive Approach



Thrive have been gathering evidence of their impact through a series of case studies available on their website. Through these case studies, customers advocate the impact of Thrive on improving learner (and staff) mental health and wellbeing, reducing exclusions, increasing attendance and improving attainment.



Hear about Palmerston School's experience of the Thrive Approach

"Our last Ofsted was in December 2019, we're proud to say that it was our fourth 'OUTSTANDING' in a row, one thing that was mentioned in the report was the health and wellbeing of staff and pupils and how well we consider those at Palmerston School ...we do something called Thrive, it's made such a difference across the school ... we have just seen a huge decrease in the number of incidents that we have in the school, we've seen communication increase because students feel safe and know that they can talk to the staff".

- Trustpilot review, 21 March 2023



Hear about experiences of the Thrive Approach from Fortis Academy, Parkside Middle School, The Elland Academy, Hagley Primary School and Pennywaun Primary School.

"We've now been doing the Thrive approach for 5 years, we have had record SATS results for the last 3 years, our exit data is very strong, attendance is above the national average and currently we don't have any fixed term exclusions for this year".

- Headteacher, Parkside Middle School

"A big difference that I've found the Thrive approach has made is that we have got a pupil who hasn't attended school in years to actually come into school, to now wear Uniform again, to choose options for GCSE - these are all big milestones and all of that has come about through the relationship that we've been able to make with that pupil".

- Thrive Lead and Head of KS3 Provision, Fortis Academy

"Since I've been doing Thrive, my behaviour's got a lot better. Sometimes when I can't do work I get a bit annoyed and I walk out of my classroom. Since I've been doing Thrive, there's less of that. Thrive is something you can enjoy. The last thing I want to do is walk out of Thrive, it's a brilliant lesson and it helps me".

- Pupil, The Elland Academy

We believe that our ability to provide systematic evidence of our impact on learner wellbeing, engagement, confidence and motivation is low.

- There is a large body of literature on pupil mental health and wellbeing in schools available through the DfE. Much of this points to a link between increasing pupil mental health and wellbeing feeding through to impact attainment on pupils. Evidence on the impact that interventions such as staff training and wellbeing tracking has is more limited. We need to collect more internal evidence specific to the outcome of improved learner mental health and wellbeing through the delivery of staff training.



Learner attainment

Outcome:

Increase learner attainment.

How we deliver this:

- Providing tutoring and content to learners in school settings, at home, in-centres and online.
- Providing tutoring to learners in alternative provision settings.

SEG companies:



Volume measures:

- Last year we supported approximately 35,000 students with tuition and we delivered approximately 688,000 student hours across all tuition brands.
- In the second year of delivering the NTP, Teaching Personnel (including TP Tutors) and Protocol Education supported 27,000 learners.
- In the last academic year, Fleet Education Services supported over 3,000 students, c.250 were in alternative provision settings.



- COVID-19 has had a significant impact on the attainment of pupils. According to National Statistics on key stage 2 attainment, since 2019 the percentage of KS2 pupils meeting the expected standard in reading, writing and maths has fallen from 65% in 2019 to 59% in 2022. The disadvantage gap widened from 2019 to 2022 (following a narrowing from 2011 to 2018) to the lowest level since 2012, suggesting that disruption to learning from the pandemic has had the greatest impact on disadvantaged pupils, as was projected by the Education Endowment Foundation.

We support learner attainment in two ways:

1. We provide tutoring to learners in school settings, at home, in-centres and online.

- We work hard to support learner attainment through tuition. Our history with tutoring goes back more than 40 years through Fleet Education Services and 15 years via Teaching Personnel to when we first earned the DfE Tuition Quality kitemark, and we have been even more focused on this area since the pandemic.
- SEG includes a number of different tuition businesses - TP Tutors (through Teaching Personnel), Fleet Education Services, TuitionWorks and inTuition Clubs. We also provide school-based tuition through Protocol Education. All of our tuition businesses are dedicated to providing high-impact tuition but they serve learners in different ways - in different locations and at different times. We think this is a real strength as young people need different types of support. We can be flexible to learner needs due to our scale, with the UK's largest workforce of qualified tutors.
- During the pandemic, we played an important role in delivering in-school and online tuition to pupils through the National Tutoring Programme (NTP).
- The primary objective of the NTP was to provide sustained assistance to learners who fell behind during lockdowns, particularly disadvantaged children eligible for Pupil Premium. 48% of Teaching Personnel (including TP Tutors) and Protocol Education's NTP tutees were eligible for pupil premium. Our tutors provide targeted support, enabling learners to catch-up and to build their confidence. The catch-up programmes included in our NTP provision also focus on enhancing essential skills such as literacy and numeracy.

- Since the pandemic, we have invested to support children's learning outside of the school gates, launching inTuition Clubs, a centre-based tuition provider, and TuitionWorks, an online platform, to provide accessible support to less privileged young people. We also invested in Bramble, which supports a flexible delivery model of tuition - both online and face-to-face.
- Last year, we supported approximately 35,000 students with tuition and we delivered approximately 688,000 student hours across all tuition brands.
- Our business EdPlace also supports learners through the provision of supplementary content and assessments. EdPlace provides content and assessments to facilitate the tuition we deliver through inTuition Clubs, and provides assessments for our school-based tuition. EdPlace has also been the assessments provider for all Education Talent Solutions businesses to support NTP tuition programme creation.



2. We help to improve learner attainment by providing tutoring to learners in alternative provision settings.

- Our tutoring business, Fleet Education Services, provide a mix of tuition to schools (public tuition) and to parents (private tuition) but a key area of focus for them is supporting young people in alternative provision settings to achieve their goals and potential.
- Fleet have 8 years' experience of tutoring in alternative provision, servicing the most challenging and underachieving young people. The pupils that Fleet support may have learning and cognitive development difficulties, mental health illness, physical illness or be subject to extreme disadvantage.
- In the last academic year, Fleet Education Services supported over 3,000 students, c.250 were in alternative provision settings.

Case study:

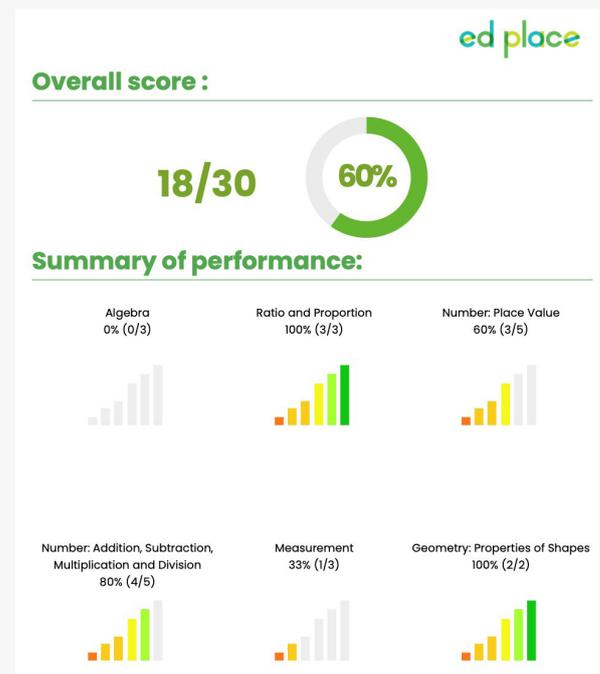
EdPlace Dynamic Assessments

ed place

EdPlace Dynamic Assessments are designed to quickly help identify gaps in National Curriculum understanding. Their assessments have been critical to supporting our tuition efforts, especially during the pandemic when prolonged school closures negatively impacted the attainment of pupils, particularly those from disadvantaged backgrounds.

EdPlace's assessments offer a concise, low-stress way to support personalised intervention so that learners can make additional progress.

EdPlace conducted an internal study comparing assessment scores at the start and end of a three-month period where students used relevant EdPlace activities to support their understanding in areas they struggled most. Students that made improvements saw a 33% increase in progress in 3 months. The results were most positive in maths where students made a 45% progress increase.



Case study:

Feedback on Fleet Education Services



Fleet have delivered strong results for pupils in challenging circumstances:

Fleet helped a year 11 learner diagnosed with ASD, ADHD and Dyslexia, permanently excluded since year 9 following a violent incident, to pass their Maths and English GCSE and go on to an apprenticeship course. A Fleet Education Services Programme Manager (PM) worked closely with the pupil's family to design a preparation programme for GCSEs. The PM arranged for at-home invigilation of the pupil's exams because their school would not allow them to take their exams on school premises.

They receive highly positive feedback from parents:

"Yesterday was the first meeting F has participated in, he was very reluctant at first but Fleet's Programme Manager understood F's needs and has been nothing but professional and helpful from the get go. She is the perfect person to arrange the right support; we have spent the last few weeks reassuring F that this meeting was nothing to worry about at all, it was for Fleet to meet F and get to know him personally so that she could find him the perfect tutor to help him grow and learn, trust and feel safe and let his body and mind repair. I'm so glad they have been chosen to support my son."

"We began working with Fleet Education Services in approx. September 2020 after my son was awarded an EHCP from our local authority and was granted tutors. The Programme Manager visited us and quickly put my son, who has ASD, at ease. She took time to understand his needs and the type of tutor he required and quickly found us the appropriate tutors for him and made sure we were comfortable and they were suitable for my son. When my son was awarded EOTAS in 2021 she again was very helpful in arranging GCSE subjects. She has always been a great help and always contactable and has gone out of her way to make us feel like we can ask questions at any time no matter how large or small. When we needed a change of tutor she quickly found another for him and I wouldn't hesitate to recommend Fleet Education Services to any parent".

We believe that our ability to provide systematic evidence of our impact on learner attainment is low/medium.

- There is a growing body of research that supports the positive effects of delivering tuition to pupil attainment.
 - » Research from the Education Endowment Foundation shows that one to one tuition, on average is very effective at improving pupil outcomes, providing approximately five additional months' progress on average. Small group tuition has an average impact of four months' additional progress over the course of a year.
- We have provided individual case studies of where we demonstrate how we have helped to increase learner attainment through the delivery of our tuition services. We need to collect more evidence specific to the outcome of learner attainment across our tuition businesses.



Impacting learners: future plans

There are a number of areas that we would like to focus on going forwards to develop our impact on learners.

To improve our ability to support learner mental health and wellbeing:

- Our business Thrive is investing to develop its proposition for supporting learner mental health and wellbeing including exploring the option for providing additional resources to customers and making investments in course design and the Thrive Online product. Thrive are also expanding their mental health and wellbeing qualification offering and reach.
- Thrive have an area on their website that's specifically dedicated to impact and research. Thrive are continuing to build an evidence base that supports them to articulate how they deliver impact and how they can improve upon their impact going forwards.

To improve our ability to increase learner attainment:

- EdPlace were awarded an Innovate UK Smart Grant to support the development of an Artificial Intelligence recommendations platform, Learney- AI. The vision for Learney-AI is that it will help to assess an individual student's needs and benchmark their current ability level against thousands of datapoints, before recommending resources and adapting to the learner's needs as they progress, helping to build their confidence and their understanding.
- EdPlace are also launching a tuition offering which will combine their content and assessment for use in more tuition settings. EdPlace have also been expanding on the assessments they offer so that they can support even more stages in a learner's journey. The new assessments include student preparation for key milestones (e.g. Phonics screeners and multiple tables checks) and in-depth topic assessments.

Our impact on today's big educational challenges

As an outcome of our work, we want to be able to develop our evidence-based material impact on today's big educational challenges. The below provides examples of the impact we can quantify and how we intend to develop our impact in the future.

The challenge:	Our impact:
 <p>Recruiting and retaining teacher educators</p> <p>According to the DfE, approximately 45,000 teachers join the state-funded school sector in England each year, 40,000 leave and reductions in working hours decrease FTEs by 2,000.</p>	<p>We place or retain the equivalent of c.2,400 teachers in the profession each year.</p> <ul style="list-style-type: none"> » c.400 qualifying entrants through Best Practice Network (EYITT) and Teaching Personnel (Future Teachers). » c.2,000 permanent hires through Teaching Personnel and Protocol Education. <p>We plan to increase the volume of educators placed and retained and make improvements to educator utilisation.</p>
 <p>Stress and ill health for teacher educators</p> <p>A DfE research report estimated that one in five teachers cite stress and ill health as contributory factors to their decision to leave the sector, which equates to over 6,000 leavers each year.</p>	<p>Each year, we train c.16,500 staff in learner mental health and wellbeing.</p> <p>We already train staff in learner mental health and wellbeing, in the future we plan to focus more specifically on the mental health and wellbeing of staff themselves.</p>
 <p>Learners with mental health concerns</p> <p>An NHS survey estimated that 18% of children aged 7 to 16 years have a probable mental disorder. This equates to approximately 1.2 million learners.</p> <p>76% of school leaders expect the mental health and wellbeing needs of their school to increase over the next year.</p>	<p>Last year, through our staff training on pupil mental health and wellbeing, we impacted 633,000 learners in schools.</p> <p>We plan to increase the volume of learners we reach through staff mental health and wellbeing training.</p>
 <p>Lost learning and attainment gaps</p> <p>According to National Statistics on key stage 2 attainment, 41% of Key Stage 2 pupils do not meet the expected standard in reading, writing and maths. This equates to approximately 570,000 learners, up from 480,000 learners 3 years ago.</p>	<p>We support approximately 35,000 learners each year with tuition.</p> <p>Over a 3 month period, EdPlace can improve Key Stage 1 and 2 attainment by 37% - supporting to close the attainment gap.</p> <p>We are expanding our assessment offering to help more students prepare for key academic milestones and launching a new tuition offering to combine EdPlace content and assessment for use in more tuition settings.</p>

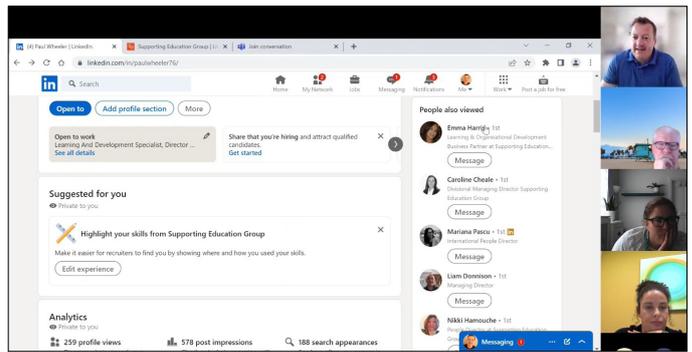
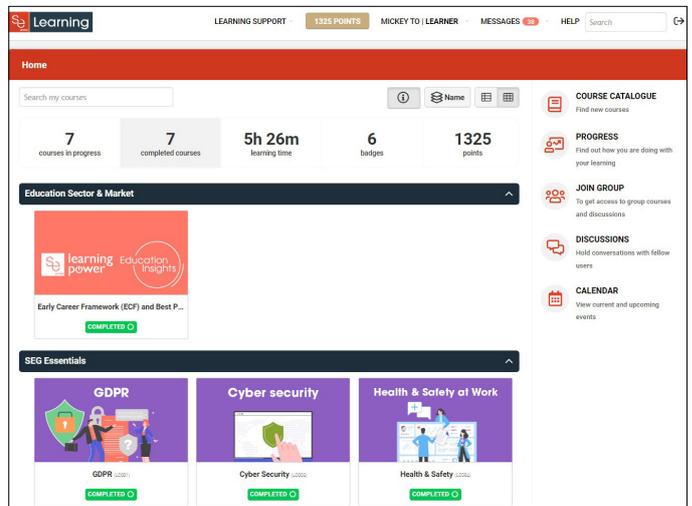


A supportive and inclusive culture

People are at the heart of everything we do and so we continue to be committed to building an even more supportive and inclusive culture, investing in training and development for our employees, standardising employee benefits and policies and working to benefit local communities through our employment opportunities and charitable giving.

Investing in training and development and the mental health and wellbeing of our people

- A key benefit of being part of a wider group is the network of like-minded education enthusiasts to collaborate with, and the access to additional opportunities such as training and development.
- On top of the extensive training we provide to educators through our services, we also invest in our employees.
- We have increased our employee training spend by 15% between FY21 and FY22, also increasing average training spend per employee. Key to this has been the expansion of our internal Learning and Organisational Development (L&OD) team. The L&OD team have updated our learning programmes and introduced a new group-wide learning portal providing accessible learning opportunities for all employees across SEG.
- Since launching our learning portal in July 2022, more than 1,300 (c.93%) of our people have accessed it, completing over 11,000 courses. Most popular courses include: Equality Diversity and Inclusion; Critical Thinking; Mental Health; Safer Recruitment; Accelerating Change; and Happiness.



Since launching our learning portal in July 2022, more than 1,300 (c.93%) of our people have accessed it, completing over 11,000 courses.

We increased our training spend by 15% between FY21 and FY22.

- Key initiatives from the L&OD team over the past year have included launching an Education Insights webinar series, building an internal mental health and wellbeing community and introducing induction training for employees.
 - » **Education Insights webinars:** In June 2022 we launched monthly live webinars featuring internal subject matter experts that focus on important or trending topics for the education sector. The sessions support attendees to increase their knowledge on key topic areas, learn about stakeholder perspectives, and think about how we can tailor our services appropriately and have more informed conversations with customers. We ran 8 insight webinars between June 2022 and March 2023 with a total of 441 attendees, the sessions are recorded and available on-demand for staff through our learning portal.
 - » **Mental health and wellbeing community:** We are also recruiting and training Mental Health First Aiders to support our employees, which includes utilising the skills and qualifications of employees who are already trained in these areas and providing accredited Mental Health First Aid courses in association with MHFA England.
 - » **Induction training:** At the start of 2023, SEG launched live induction sessions to enable new employees to learn more about our Group, our Group businesses and our people. The induction training supports employees to realise the benefit of being part of wider group outside of individual teams, functions and businesses.
- Our levy investment in specialist and management qualifications continues to increase. We estimate that we will commit an additional 38% investment over the next 12 months to support additional specialist and management qualifications for our people.
- We've also introduced a new continuous approach to performance management, which supports our employees to have regular conversations throughout the year on performance and development.



Standardising and enhancing policies and benefits across our businesses

- Over the past year, Supporting Education Group has been standardising and enhancing policies and benefits across our businesses. This was requested by our people in our first employee engagement survey in 2022; it ensures that everyone who doesn't yet benefit from being part of a wider group will now do so.
- Key changes that we have made include:
 - » **Updating policies** on: health, business expenses, whistleblowing, safety & wellbeing, parental leave, grievance, and improvement and disciplinary.
 - » **Enhanced benefits** on areas such as: maternity, adoption, and shared parental leave, volunteering in work time, and sabbatical opportunities.
 - » **Flexible benefits** on: electric vehicles, cycle to work, private health insurance, charitable giving, gym memberships, dental insurance, income protection and holiday purchase.

Equity, Diversity, and Inclusion

- We're passionate about promoting a culture of openness and inclusivity. We want everyone to have personal dignity at work and be empowered, so that they can be their best, true and authentic self. We have an equity, diversity and inclusion (EDI) policy that applies to all employees and third parties acting on our behalf. The policy shares our commitments and expectations for all processes relating to employment and training and to any dealings with customers and clients.
- EDI is an essential part of training at SEG and all of our hiring managers learn about EDI and unconscious bias.
- Key to our commitments for employees is to monitor and improve upon EDI statistics, and we are making good progress in this area. In FY21, we increased the share of female employees in our business from 55% to 62%. As of April 2023, 65% of our staff are female.



Working to benefit local communities

- Our people are passionate about education and regularly go above and beyond the provision of our services to invest time and money into local communities. In our 2023 ESG staff survey we asked employees about their engagement with volunteering and fundraising activities. 9% of our people serve as a governor or trustee, 35% volunteer or fundraise independently, 11% volunteer through SEG initiatives (mainly for schools).
- We also support our educators to engage in charitable giving through initiatives like TP Tokens. Each year Teaching Personnel supports five children and/or educational charities. Every time one of our educators works ten days, they receive an electronic TP Token by email that they can donate to one of the charity pots.
- We think carefully about our suppliers, supporting local businesses where possible.

Case study:

Teaching Personnel supporting educators with charitable giving through TP Tokens



Teaching Personnel supporting educators with charitable giving through TP Tokens.

In 2022 we raised £5,000 for our chosen TP Token charities, with money going to impact young people in different ways.

"Thank you so much for your generous support. Your donation will make a huge difference in helping us achieve positive outcomes for young people facing homelessness."

- Centrepoin

"Thank you so much for supporting us in our mission to ensure that no child in our partner schools is too hungry to learn."

- Magic Breakfast

"Thank you so much for the wonderful news about the TP Tokens donation - this is amazing and we are very appreciative to Teaching Personnel and all of the teachers who chose to support our charity."

- Kids Against Plastic

"Thank you so much for your kind donation, it is really appreciated. Your support will help us to make a fast, direct and life changing difference to a disabled child and their family."

- Newlife



Our corporate governance

Strong corporate governance supports the future sustainability of our business and our impact. It supports the integrity and quality of our brands, ensures legal compliance and fosters a culture that enables our people to work collaboratively and achieve more by our customers. There are various elements to maintaining strong corporate governance for our businesses. We participate in a number of education procurement frameworks and maintain accreditations from auditing bodies including REC and Ofsted.

We have internal policies and procedures relating to areas such as privacy and data protection, modern slavery, and safeguarding. We also seek ongoing feedback from employees, customers and educators and we act upon this feedback. Our board provides ultimate oversight and governance to Supporting Education Group, including our work on ESG and impact, supported by the ESG working group.

ESG working group and champions

Since 2022, an ESG working group has been in place who report to the board on a quarterly basis. The working group comprises of Ian Koxvold, Head of Education, Strategy and Corporate Development, Caroline Cheale, Managing Director for Educator Talent Solutions, Samantha Raven, Strategy Director, and John Bishop, Group COO.



Ian Koxvold

Head of Education,
Strategy and
Corporate
Development



Caroline Cheale

Managing Director
- Education Talent
Solutions



Samantha Raven

Strategy Director



John Bishop

Group Chief
Operating Officer

The working group are responsible for bringing together and strategically aligning ESG activities and the priorities of our stakeholders. They will support us to further our impact, meet our environmental commitments and ensure high standards of quality and compliance.

Over the past year, the working group have held discovery meetings and workshops with internal and external stakeholders, they have facilitated on-going support from third party experts, ImpactEd, they have formulated carbon reduction targets and plans, and have run several internal and external surveys.

They will be continuing the development of our ESG and impact approach in 2023, supported by advocates across our businesses.

Next year, we will be selecting ESG champions from across our 12 businesses to support our ESG strategy and drive improved impact for our stakeholders.

Awards and accreditations

Awards

We are very proud of the commitment that our people show every day towards bettering society through the provision of high-quality education services. These awards provide recognition of their hard work.

- Best Practice Network wins Education and Childcare Apprenticeship Provider of the Year, 2023
- Digital Education Awards – Thrive wins Best Digital Health and Wellbeing Learning Product AND Gold Award - 2022
- National Tutoring Awards – EdPlace wins Best Educational Resource for Tuition – 2022
- Feefo – Protocol Education wins the Platinum Trusted Service Award - 2022
- Education Investor Awards – Supporting Education Group wins Best Private Tuition Provider – 2021
- Investor in People Awards – Teaching Personnel wins Employer of the Year – 2021
- BETT – EdPlace wins Best Educational Resource for Parents or Home Learning – 2021
- BETT – Best Practice Network wins Company of the Year - 2020



REC Audited Education

- Our talent businesses, Teaching Personnel, Protocol Education and Fleet Education Services are corporate members of the Recruitment and Employment Confederation (REC) and hold REC Audited Education accreditation.
- REC audited education is the gold standard for recruitment in education. It enables schools and parents to be confident that they are using an accredited supplier. The standard looks at more than just compliance, it also requires us to demonstrate that we operate best practice in areas such as customer service, staff development, diversity and client management.

Investors in People

- People are at the heart of everything we do and are critical to our success as an organisation and our impact on the sector. The Investors in People accreditation recognises our dedication to cultivating the people who carry out our mission of enhancing and enriching young people's education.
 - » Protocol Education Silver Award (March 2022)
 - » Teaching Personnel won Employer of the Year at the Investors in People Awards (Nov 2021)
 - » Teaching Personnel Bronze Award (2021)

Ofsted

- Ofsted regularly inspect training providers to ensure quality is high and that the training meets the needs of employers and learners. Best Practice Network is Ofsted registered for the delivery of the Early Career Framework (ECF) and National Professional Qualifications (NPQs). The business received a successful inspection in August 2022 and there were standout sections acknowledging their commitment to quality and compliance:

"They have established an advisory board, where delivery partners can raise concerns and share their views about the programmes".

"Leaders are highly responsive to the feedback from stakeholders. As a result, they continually revise the delivery of the NPQ and ECF programmes to reduce unnecessary workload".

"Leaders are committed to the importance of equalities and inclusion in both NPQ and ECF programmes".

– BPN's Ofsted inspection report, 2022

ISO 9001:2015

- Our businesses Protocol Education, Teaching Personnel and Strictly Education hold the ISO 9001:2015 accreditations and have been successful in their reoccurring external audits. Strictly Education are also ISO 45001:2018 accredited (Standard for Occupational Health and Safety) and their HR and payroll platform, EduPeople, is ISO 27001 accredited (Standard for Information Security). School Business Service's Budgeting software, SBS Budgets, is ISO 27001 accredited.
- Gaining ISO certification demonstrates that our quality management system meets the needs and expectation of our stakeholders by focusing on improving processes and managing business risks.

Cyber Essentials

- Cyber essentials provides peace of mind to our staff, customers and other stakeholders that we have defences in place to protect against the vast majority of common cyber-attacks. The majority of our businesses are accredited by cyber essentials.

Employee, customer and educator feedback

We seek ongoing feedback on how we are doing across many aspects of our business from employees, customers and educators.

Last year we were excited to launch our first group-wide employee survey, asking the same questions to employees across all of our businesses. The survey was sent to 1,159 staff and had a 71% completion rate.

Our highest scoring areas:



Our focus areas related to (1) pay, reward and recognition, and (2) internal communications on our vision and strategy, and what's happening across the group and within different businesses.

We've already actioned upon this feedback:

- Alongside the investment we are making in employee engagement learning and development, we've launched a new and updated set of benefits policies and a new benefits platform.
- We've appointed our first Internal Communications and Engagement Manager who is developing our group-wide communication and engagement strategy.

In early 2023, we ran an employee survey to gather feedback on our ESG commitments. A high proportion of our employees were neutral or felt they didn't know about our environmental and social impact commitments as a group, and so we see publishing this ESG and Impact Report as an important initial step to increase employee engagement on ESG.

For customers and educators, going forwards we plan to introduce mechanisms to track more standardised satisfaction scores and feedback and to improve upon these metrics.

Participation in frameworks

- Frameworks help to make buying goods and services easier for public sector organisations.
- Teaching Personnel is a named supplier on the Crown Commercial Service’s Supply Teacher framework, supporting customers to achieve maximum commercial value. This means that we are pre-approved by the Crown Commercial Service, a procurement organisation associated with central government, for the provision of staff in schools.
- Other key frameworks for our businesses include the National Tutoring Programme (Tuition Partners) and the Welsh National Procurement Service Supply Teacher Framework. For tuition, our businesses Fleet Education Services and TP Tutors are on 44 Local Authority frameworks.

Policies and procedures

Educator recruitment, onboarding, and safeguarding

- Our policies and procedures demonstrate our commitment to acting ethically and with integrity. Policies are established by our directors and senior management, based on advice from HR professionals, industry best practice and legal advice. They are reviewed on a regular basis, adapted as necessary and signed-off by our board.
- Our policies and procedures are transparent and available to employees via our people portal.
- All employees receive training and support that is appropriate to their role, training on data protection, modern slavery and other policy areas are always available and accessible to our people.
- Our approach to educator recruitment, onboarding and safeguarding aims to:
 - » Provide full confidence of our best intentions to place the highest quality candidates to support the needs of children.
 - » Confirm our commitment to safeguarding and the welfare of children.
 - » Confirm our expectations for employees and educators to share in our commitments.

Our pre-employment checks for each of our educators include:

- » Face to face interview
- » Identity and address checks
- » An Enhanced Disclosure and Barring Service check, and where relevant criminal clearance checks from overseas authorities
- » Checks around qualifications and professional bodies including prohibitions and sanctions
- » Legal permission to work in the UK checks
- » References and career history checks
- » Fitness to work check
- » Level of fluency in English

- We expect the highest standards of behaviour from our educators. We share information to support them to understand and acknowledge their responsibilities around safeguarding, equal opportunities, safe working practices and health and safety.
- We recommend all educators registered to work through us undertake annual safeguarding training. To support this, we make sure this training is available and accessible.

Privacy and data protection

- Given our size and scale, we handle large volumes of personal data. The integrity of personal data is extremely important to us, so it is always held securely and confidentially. We also ensure that there are sufficient policies and procedures to accommodate the rights provided to individuals under current data protection legislation. Individuals may make requests for copies of their personal data held by the Group, and staff and educators have the option for us to retain their details (mostly in anticipation of future employment opportunities), otherwise we can erase it completely.
- We have a Data Protection Officer, through our company Judicium, who responds to queries on data.

Modern slavery

- Modern slavery is a crime and a violation of human rights. Our businesses are committed to eliminating modern slavery and ensuring that staff are not subject to behaviour or threats that may amount to modern slavery, human trafficking, forced labour, or similar human rights abuses.
- » KPI updates are provided regularly to our board including the level of modern slavery training and awareness amongst our staff, and on possible incidents of modern slavery. We have had no reports of incidents of modern slavery in FY22 but continue to assess risks in our supply chain and encourage employees to bring any concerns they have to the attention of management.



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