

This is a published notice on the Find a Tender service: <https://www.find-tender.service.gov.uk/Notice/006844-2025>

Tender

## **CPD on Supporting Struggling Readers in Secondary Schools**

Department for Education

F02: Contract notice

Notice identifier: 2025/S 000-006844

Procurement identifier (OCID): ocids-h6vhtk-04e6e1

Published 21 February 2025, 2:44pm

### **Section I: Contracting authority**

#### **I.1) Name and addresses**

Department for Education

Sanctuary Buildings, 20, Great Smith Street

London

SW1P 3BT

#### **Email**

[John.BURTON@education.gov.uk](mailto:John.BURTON@education.gov.uk)

#### **Country**

United Kingdom

#### **Region code**

UK - United Kingdom

#### **Internet address(es)**

Main address

<https://www.gov.uk/government/organisations/department-for-education>

### **I.3) Communication**

The procurement documents are available for unrestricted and full direct access, free of charge, at

<https://education.app.jaggaer.com/web/login.html>

Additional information can be obtained from the above-mentioned address

Tenders or requests to participate must be submitted electronically via

<https://education.app.jaggaer.com/web/login.html>

Tenders or requests to participate must be submitted to the above-mentioned address

### **I.4) Type of the contracting authority**

Ministry or any other national or federal authority

### **I.5) Main activity**

Education

---

## **Section II: Object**

### **II.1) Scope of the procurement**

#### **II.1.1) Title**

CPD on Supporting Struggling Readers in Secondary Schools

#### **II.1.2) Main CPV code**

- 80000000 - Education and training services

#### **II.1.3) Type of contract**

Services

**II.1.4) Short description**

We are looking for a provider to develop a continuous professional development (CPD) package for the secondary school workforce, to build secondary schools' capability to support struggling readers.

The CPD should support schools to provide both a strong universal offer, where classroom teachers are confident supporting struggling readers, and a strong targeted offer for pupils who need additional reading support beyond the classroom.

**II.1.5) Estimated total value**

Value excluding VAT: £700,000

**II.1.6) Information about lots**

This contract is divided into lots: No

**II.2) Description****II.2.2) Additional CPV code(s)**

- 80200000 - Secondary education services

**II.2.3) Place of performance**

NUTS codes

- UK - United Kingdom

**II.2.4) Description of the procurement**

Reading is the essential foundation for success in all subjects, yet for a range of reasons, many children start Key Stage 3 below the expected reading level. At Key Stage 3, reading is crucial to access the whole curriculum, and children who are behind at the start of secondary school risk falling further behind by Key Stage 4.

Secondary schools need to support children to catch up rapidly, including children who may have become disengaged, mask their reading difficulties, or struggle with very specific components of reading. However, secondary schools have less access to training in early reading compared to primary schools.

We are looking for a provider to develop a continuous professional development (CPD) package for the secondary school workforce, to equip secondary schools to put evidence-based support in place for struggling readers. We are interested in a range of tools and resources that could support this aim, as well as different approaches to delivering

training.

The support offer would be developed next financial year and will need to be accessible to a wide range of secondary schools.

#### **II.2.5) Award criteria**

Price is not the only award criterion and all criteria are stated only in the procurement documents

#### **II.2.7) Duration of the contract, framework agreement or dynamic purchasing system**

Duration in months

12

This contract is subject to renewal

Yes

Description of renewals

The contract awarded will run for a term 12-months, with an extension option period of 6-months at the election of the Department and subject to the rights of early termination as set out in the Contract.

#### **II.2.10) Information about variants**

Variants will be accepted: No

#### **II.2.11) Information about options**

Options: No

#### **II.2.13) Information about European Union Funds**

The procurement is related to a project and/or programme financed by European Union funds: No

---

## **Section IV. Procedure**

### **IV.1) Description**

#### **IV.1.1) Type of procedure**

Open procedure

#### **IV.1.8) Information about the Government Procurement Agreement (GPA)**

The procurement is covered by the Government Procurement Agreement: Yes

### **IV.2) Administrative information**

#### **IV.2.2) Time limit for receipt of tenders or requests to participate**

Date

14 March 2025

Local time

5:00pm

#### **IV.2.4) Languages in which tenders or requests to participate may be submitted**

English

#### **IV.2.7) Conditions for opening of tenders**

Date

14 March 2025

Local time

5:00pm

---

## **Section VI. Complementary information**

### **VI.1) Information about recurrence**

This is a recurrent procurement: No

## **VI.2) Information about electronic workflows**

Electronic invoicing will be accepted

Electronic payment will be used

## **VI.3) Additional information**

Reading is the essential foundation for success in all subjects, yet for a range of reasons, many children start Year 7 below the expected reading level. At secondary school, reading is crucial to access the whole curriculum, and children who are behind at the start of secondary school risk falling further behind by key stage 4. Secondary schools need to support children to catch up rapidly, including children who may have become disengaged, mask their reading difficulties, or struggle with very specific components of reading. However, secondary schools have less access to training in early reading compared to primary schools.

We are looking for a provider to develop a continuous professional development (CPD) package for the secondary school workforce, to build secondary schools' capability to support struggling readers. The CPD should support schools to provide both a strong universal offer, where classroom teachers are confident supporting struggling readers, and a strong targeted offer for pupils who need additional reading support beyond the classroom.

We are interested in a range of tools and resources that could support this aim and expect bidders to propose more than one strand of support. We are open to different approaches to delivering and disseminating training, but at least some elements of the offer must be available online beyond the funded period (for example a downloadable 'train the trainer' package, recorded webinars, or asynchronous training modules) and at least some elements must be delivered in person (for example delivering training as part of whole school training days, providing bespoke support to a group of schools, or running in person networking or collaboration sessions).

The CPD must draw on wider DfE guidance and support, including the DfE Reading Framework (2023) and the CPD developed by Professor Jessie Ricketts, and on the

evidence base for reading including from the Education Endowment Foundation (EEF).

In order to participate in this opportunity you must register on the departments e-sourcing portal 'Jaggaer'.

## **VI.4) Procedures for review**

### **VI.4.1) Review body**

High Court

Royal Court of Justices, The Strand

London

Country

United Kingdom

### **VI.4.3) Review procedure**

Precise information on deadline(s) for review procedures

The DfE will incorporate a minimum 10 calendar days standstill period at the point that information on the award of the contracts is communicated to suppliers. Unsuccessful suppliers shall be informed by the contracting authority as soon as possible after the decision has been made. If an appeal regarding the award of the contract has not been successfully resolved, The Public Contracts Regulations 2015 (SI 2015 No 102) provide for aggrieved parties who have been harmed or are at risk of harm by the breach of the rules to take legal action. Any such action must be brought within the applicable limitation period. Where a contract has not been entered into, the Court may order the setting aside of the award decision or order the DfE to amend any document and may award damages. If the contract has been entered into the Court may, depending on the circumstances, award damages, make a declaration of ineffectiveness, order the DfE to pay a fine, and/or order that the duration of the contract is shortened. The purpose of the standstill period referred to above is to allow the parties to apply to the Courts to set aside the award decision before the contract is entered into.