



I would be most grateful if you would provide me, under the Freedom of Information Act, details in respect to the contract below.

[Wigan Council Tutoring Framework](#)

The details we require are:

1. What are the contractual performance KPI's for this contract?  
  

The following KPI's have been set for this contract:

  - Student attendance 90% or higher
  - At least 90% of students to achieve progress from baseline assessment
  - At least 90% of students will have intervention plans within 3 weeks of commencement
  - At least 90% of referred students start tutoring within 5 school days.
2. Suppliers who applied for inclusion on each framework/contract and were successful & not successful at the PQQ & ITT stages.  
  

Please see attached spreadsheet, "Successful providers on Framework.xlsx".

For procurement exercises with a value of £5m+, procurement teams must publish the name of the unsuccessful bidders. Please click [here](#) for further information (Point 16). The contract in question is up to £5m thus not £5m+. In line with this, it is not mandatory to include in all official procurement notices the names of unsuccessful bidders for contracts up to £5m.

This information is exempt for disclosure under Section 43(2) in relation to Commercial Interests which states that "Information is exempt if its disclosure under this Act would, or would be likely to, prejudice the commercial interests of any person (including the public authority holding it)". If specific information on unsuccessful bidders is published for contracts not £5m+ via. A FOI then a member/entity of the public receives information above and beyond the legal requirements set by UK law, namely the Procurement Act 2023. This could come at a reputational cost for Wigan Council and public sector procurement overall. In publishing such additional information, bidders would now have to accept that Wigan Council will effectively provide more information to the public than instructed to under UK law. This could potentially create distrust amongst all bidders that would undertake the public sector procurement process. This could result in less bidders trusting the procurement process and not bidding for future works. This would further result in value for money being much harder to attain thus

3. Actual spend on this contract/framework (and any sub lots), from the start of the contract to the current date.
4. Start date & duration of framework/contract?
5. Could you please provide a copy of the service/product specification given to all bidders for when this contract was last advertised?
6. Is there an extension clause in the framework(s)/ contract(s) and, if so, the duration of the extension?
7. Has a decision been made yet on whether the framework(s)/contract(s) are being either extended or renewed?
8. Who is the senior officer (outside of procurement) responsible for this contract?

ultimately reducing the Council's ability to deliver services for the Borough that offer value for money. I believe the Public Interest Test is sufficiently met and the information regarding unsuccessful bidders should be exempt from publication.

Estimated spend over the lifetime of the framework is not expected to exceed a maximum of £5m.

The framework commenced on the 24<sup>th</sup> September 2025. The maximum term of this open framework is eight years.

Please see Service Specification attached.

There are no extension options available under this framework.

The Authority intends to reopen the framework to new suppliers in accordance with the requirements of the Procurement Act 2023. The first reopening will be during the first three years. As the framework only commenced in September 2025, no decision has yet been made as to when first reopening will take place.

The lead commissioner for this framework is Charmaine Tarring, Service Lead - Virtual School Head and Inclusion.



# **Service Specification**

**WIGAN COUNCIL**

**Tutoring Framework**

**2025 -2033**

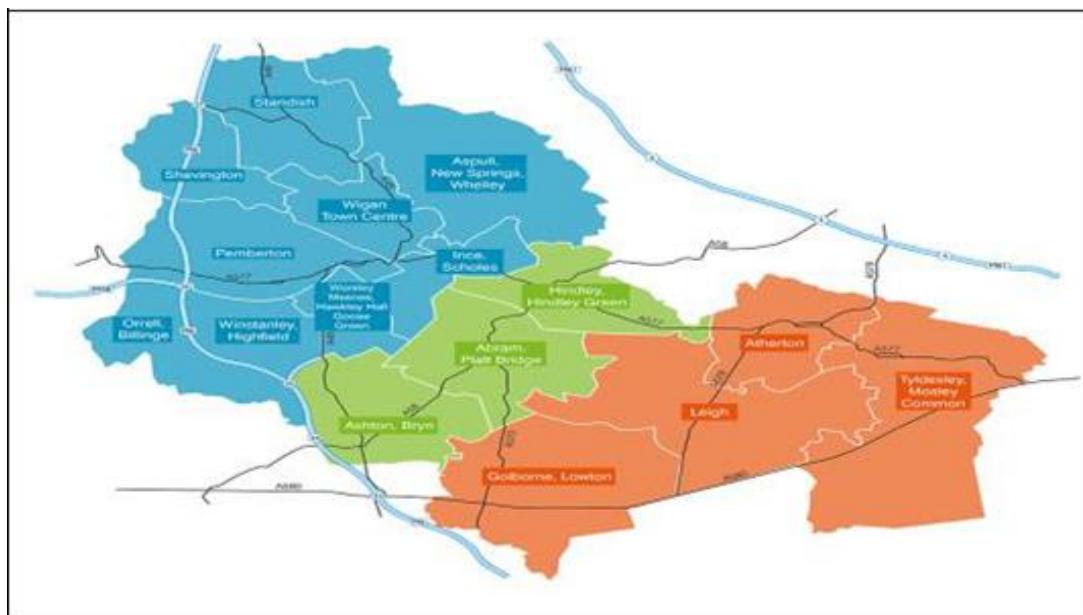


## 1. Introduction

Wigan is a metropolitan borough of Greater Manchester and is the most northwestern in Greater Manchester. It has borders with other Greater Manchester boroughs, Cheshire, Merseyside and Lancashire and occupies an enviable geographic position, lying between the major cities of Manchester and Liverpool on the West Coast Main Line surrounded by the motorway network including the M6, M58, M61 and in close proximity to the M60 and M62. With a growing population estimated at 334,100 people, it is also the 9<sup>th</sup> largest metropolitan borough in England covering an area of 77 square miles (200 km<sup>2</sup>).

Wigan experienced dramatic expansion during the industrial revolution with the development of major mills and a coal mining district. The historic towns and villages which grew during this period punctuate the landscape and residents enjoy a significant 'greenheart' area, with 70 percent of Wigan's 77 square miles consisting of expansive countryside. Spanning the length and breadth of the borough, this area includes stunning parks, woodlands, wetlands, canals and green space, rich in flora and fauna.

Wigan has a strong sporting tradition, embedding passion and belief within the fiercely proud local population. The amateur sports scene is particularly prevalent in Wigan and Leigh, with a wide range of sports clubs ensuring that people are able to engage in regular physical activity to improve health and wellbeing.





**Wigan**  
**Council**





## **2. Wigan Council – New Era and Community Wealth Building**



Two key missions have been identified that the council and its partners are committed to delivering:

- Create fair opportunities for all children, families, residents and businesses**

"Together, we will break down the barriers that create financial, health, education and environmental inequalities in our borough."

- Make all our towns and neighbourhoods flourish for those who live and work in them**

"Together, in genuine partnership with our residents and businesses, who know our communities best, we will help each town and neighbourhood in the borough to celebrate and maintain their identity whilst understanding and helping to achieve what is needed to thrive."

These missions will be underpinned by action-plans that will focus on community wealth and health building, tackling inequalities and supporting communities to fulfil their potential.

More information on this can be found on our website:

[Progress with Unity: A New Era for Wigan Borough](#)

### **Building Community Wealth in Wigan**



We are committed to ensuring that public money spent in Wigan has the widest possible impact on the local economy, delivering wider social

value for its residents. In this context we are particularly keen to attract and work with providers invested in the borough and providers that employ, buy, and invest locally. We also recognise and value the role of providers with an operating presence that reaches beyond the borough, but who can localise their approach as part of their social and financial commitment to Wigan as a place and community aligned with the principles of the New Era missions.

We want to encourage providers who can demonstrate their potential to generate social value and build community wealth by way of training, finance, business support and access to public sector land opportunities where appropriate. Support will also be given to business models who are “not for profit” such as mutual, staff mutual, charities and other Voluntary Community and Social Enterprise organisations. We are keen to help new locally grown organisations flourish in the Wigan Borough.

### **Wigan Council – Believe In Business Charter**

Wigan borough depends on businesses to create an economy that is both successful and sustainable, promoting opportunity, growth and innovation.

The Believe in Business Charter

(<https://www.wigan.gov.uk/Business/Business-Support/Deal-for-business/The-Deal-for-Business.aspx>) is a voluntary agreement between the Council and local businesses which are either currently, or looking to trade in, Wigan Borough. The agreement signifies a shared commitment to supporting the economic growth of the borough.

Take a look at Our Part / Your Part



(<https://www.wigan.gov.uk/Business/Business-Support/Deal-for-business/Our-Part-Your-Part.aspx>) - what we'll do for you and what you can do for us.

How can I sign up?



If you're a business trading in Wigan borough, looking to develop your company, connect with other local businesses and commit to making a difference, then sign up to our Believe in Business Charter.

Sign up to the Believe in Business Charter  
(<https://businessdirectory.wigan.gov.uk/register>)

Once signed up your business will have the option to be included in the Business Online Directory, receive our e-bulletins, receive confirmation of your Believe in Business Charter membership level, receive support to enable your business to grow, and be awarded a certificate to formally acknowledge your commitment and display in your workplace.

The Business Support (<https://www.wigan.gov.uk/Business/Business-Support/Apprentices/index.aspx>) pages on our website also provide information on how you can hire an apprentice, the Apprenticeships for Young People (AYP) programme with grants from £2,000 to £5,000 to help businesses create apprenticeships, the Levy Matchmaking Service enabling larger levy paying organisations to offer levy funds to SME's for apprenticeship training, and how you can offer a traineeship work placement for up to twelve months and obtain funding.

The **Invest in Wigan** team offers a free and independent service to support businesses to achieve their growth ambitions and is available to any business located in or looking to relocate to the borough. The Invest in Wigan teamwork with colleagues and external partners to offer support with recruitment, workforce training and development, business planning, digital growth, identifying premises, networking, and employee wellbeing and more. The team can arrange an initial appointment to identify and access relevant support. Following this, a named, single point of contact will provide ongoing support and notify your business of future opportunities and developments. The Invest in Wigan team can also discuss The Believe in Business Charter. If you would like a discussion on how the Invest in Wigan team may be able to support your business, please call 01942 489190 or email [business@wigan.gov.uk](mailto:business@wigan.gov.uk).



### **3. How we work in Wigan**

In Wigan we expect all staff to adopt an asset-based approach by having different conversations with services users, residents, carers, and families. This approach also involves the workforce knowing what resources are available within our communities and to connect individuals to these resources, promoting self-resilience. Central to this approach are our Wigan behaviours which all staff are expected and supported to display.

We expect our providers to share the same behaviours by having a caring and compassionate workforce of whom share a common set of values, attitudes and behaviours.



### **4. Background to the Requirement**

Our vision, in line with Wigan's Education and SEND strategy 2023 – 2026, is that all children and young people in the borough, whatever their age, ability, background or setting, will receive outstanding education. This vision is part of Wigan's Progress with Unity plan and the New Era that will create fair opportunities for all children, families, residents and businesses.

We want to support children and young people of compulsory school age who are unable to receive suitable education, unless arrangements are made for them, due to illness, exclusion from school or otherwise.



In order to fulfil our statutory obligation, we are looking for dynamic partners to provide tutoring to Wigan children and young people who may otherwise not have a suitable education offer. The commissioning request will be based on an hourly rate, combining both tutoring and planning. In the majority of cases students receive an average of 9 hours face-to-face tutoring per week.

We are looking for providers who are primarily able to offer face to face tutoring with the flexibility to offer online tutoring when this is in the best interests of the child. In a small number of cases Wigan children may need an out of borough education offer and we welcome providers who can offer this level of flexibility.

Providers must ensure they can meet the requirement of face-to-face tutoring should their organisation not be located within the Wigan Borough.

To ensure resilience within the framework to meet the needs of Wigan and to promote strong working relationships, the framework will be split into the following lots:

**LOT 1: Face to Face Tutoring (Early Years/KS1/KS2/KS3/KS4)**

**LOT 2: Online Tutoring (Early Years/KS1/KS2/KS3/KS4)**



## 5. Context

The commissioning of this service is underpinned by both the Excellence in Education and SEND Strategy and the SEND and Alternative Provision Strategic Plan.

**Wigan Council**

### Excellence in Education & SEND Strategy 2023-2026

**Our Vision:**  
Our vision is that all children and young people in the borough, whatever their age, ability, background or setting, will have an outstanding education.

This vision is part of the wider Progress with Unity strategy to: **Create fair opportunities for all children, families, residents & businesses.**

"Together, we will break down the barriers that create financial, health, education and environmental inequalities in our borough."

**Children First**

Priority 1 - Ensuring a high quality of education	Priority 2 - Good levels of health and wellbeing for all children and young people	Priority 3 - An education system that is inclusive of all children and young people	Priority 4 - A partnership that listens to the voice of children, young people and their families	Priority 5 - Preparing young people for successful careers and adulthood
<p>The educational experience and outcomes of all Wigan children and young people, in every phase of their education, is of high quality because they have access to high-quality early years, school and post 16 provision.</p> <p>This strategy has been co-produced with our schools, and wider partners and we have consulted our children, young people &amp; families. We throughout this document is a commitment from all partners that work with and support children and families to work together to deliver on these priorities. By sharing our knowledge, resources and expertise we know we will have greater impact on the outcomes of our children &amp; young people.</p>	<p>Ensure all of our children and young people feel healthy, happy and safe with access to appropriate support and opportunities to develop and grow and become independent and resilient young adults.</p> <p>To create the conditions, for every child and young person in the borough to enjoy good physical and mental health and to be protected from harm and neglect.</p>	<p>All of our education settings will be fully inclusive.</p> <p>We will provide the right support at the earliest opportunity and deliver a range of alternative provisions to support our mainstream offer.</p> <p>We want families to be confident that their children can get the support they need from our mainstream and specialist provision.</p>	<p>The opinions of our children and young people and their families should be considered everywhere. We will provide opportunities to allow children and young people to have their voices heard and will facilitate this for all ages and abilities.</p> <p>We will effectively engage our children and young people and their families in fully participating in shaping their education within their school and the community.</p>	<p>We will create the conditions for all young people, in particular those that are looked after by the authority, care leavers and those in the EBDN, to have the chance to get the most out of their opportunities. We will support to develop their skills for adulthood so that they aren't prevented by economic disadvantage from achieving their full potential in life.</p>
<p>1.1 We will maximise the uptake and improve outcomes in Early Years.</p> <p>1.2 We will use evidence to understand what makes the biggest difference to the outcomes of all children. Supporting our schools and settings to feel confident to meet the needs and make provision for all children, particularly for those with SEND and other vulnerable children.</p> <p>1.3 Through system level partnership, we will give all stakeholders the right to access to high quality School Improvement, leadership, governance support and continuous professional development.</p> <p>1.4 Our education system will work collaboratively to support the recruitment, retention, and development of the workforce.</p> <p>1.5 We will give every child a place at a high quality school/setting within their local community.</p> <p>1.6 We will continue to develop our range of provision to meet our children's needs including outreach, resourced provision, special schools and alternative provision.</p>	<p>2.1 Mental &amp; physical health and wellbeing will be supported through effective and responsive early intervention.</p> <p>2.2 We will have clear pathways in place for our children, young people and their families to know where they can access support for mental health issues.</p> <p>2.3 Effective safeguarding policies and processes are in place across all settings to protect children from all harm including violence and sexual violence in schools.</p> <p>2.4 Our children will feel safe and supported in their school/setting and there will be clear procedures in our settings for raising concerns and resolving them.</p>	<p>3.1 We will have a robust and supportive attendance strategy to reduce the number of children and young people that are absent from their education provision because of discrimination, reduced attainment, exclusion and illness (related to mental health and anxiety where this can be supported.)</p> <p>3.2 We will work with our settings, families and each other as professionals to reduce the number of withdrawals to home education where this is in the child's best interest due to dissatisfaction with our education offer.</p> <p>3.3 We will clarify our Graduated Approach and what is ordinarily available in education so that there is the right support at right time in the right settings and everyone is clear on our SEND pathway.</p> <p>3.4 All settings are trained and confident to use the Early Help process to support the needs of children, young people and their families and how this can support young people with SEND.</p> <p>3.5 We will extend and use expertise across the partnership that supports inclusion and use to support a flexible inclusive offer for all children.</p>	<p>4.1 We will listen to the voice of our children and young people and their families and embed this through meaningful participation and co-production of our policies and service delivery.</p> <p>4.2 We will review with children, young people and their families the impact of our voice and the effectiveness of our services.</p> <p>4.3 All children and young people's voices will be featured in plans and settings that needs including those for SEND support, those with an EHC and Personal Education Plans.</p> <p>4.4 We will consider a child's education as a priority in all our child centered planning.</p> <p>4.5 We will regularly review our partnership, change and participation strategy to ensure it remains appropriate and is being implemented.</p> <p>4.6 We will ensure that through regular organized events and communications, we feedback to children, young people and their families on the progress of our strategies and work.</p>	<p>5.1 Through regular communications, we will ensure that our young people and young adults understand their role within communities, how they can give back and play a part in shaping the place in which they live.</p> <p>5.2 All children and young people will have the right to understand and access the next steps that are appropriate to their aspirations. This will ensure they have as much choice and opportunity in their future.</p> <p>5.3 We will ensure that where appropriate, our young people are confident to travel independently so they have increased opportunities for socialising, further education and employment.</p> <p>5.4 We will support providers of out of school provision so they are appropriately inclusive of all children and increase the range of opportunities and good quality experiences, including a good range of appropriate opportunities for socialising, further education and employment in our borough.</p> <p>5.5 We will ensure that the transition process at all stages in a child/young person's education journey is positive, including the transition for children moving into adult services with SEND and Children Looked After.</p> <p>5.7 We will support schools and college to collaborate to understand what a high quality technical curriculum, linked to labour market information, might look like for Wigan.</p>



**Wigan Council**

## Wigan Special Educational Needs and Disabilities (SEND) and Alternative Provision Strategic Plan

**Our Vision:**  
Our vision is that we want all children in Wigan to be happy, healthy, and safe; to be listened to and to have the maximum opportunities to be ambitious. If children or their families need help and support, it should be at the right time, by the right people, and in the right place for them.

To achieve this, we want to be 'brilliant at the basics' in our practice, and by having creative and collaborative partnerships. This strategic plan has been coproduced based on our collective understanding of what we need to do to take to improve the experience of children and young people with SEND set out in our:

- Joint strategic needs assessment
- SEND self-assessment
- The big SEND survey

**Priority 1 - High quality education**

**Priority 2 - Good levels of health and wellbeing for children and young people with SEND**

**Priority 3 - Improved Inclusion for children and young people with SEND so they feel connected to their local community**

**Priority 4 - A partnership that listens to the voice of children and young people with SEND and their families**

**Priority 5 - Children and young people with SEND are prepared for adulthood**

Throughout the priorities are our cross-cutting theme of communication and coproduction

Ensure children and young people with SEND, including those attending independent, non-maintained and alternative provision sectors, have access to high quality education which supports them to achieve their full potential and prepare them for adulthood.	Utilise the intelligence from education, health, and care providers to identify and address the emerging needs of younger children at the earliest opportunity.	Improve the identification of children and young people at the earliest point so they can benefit from support tailored to meet their needs.	Embed the co-production charter to encourage a partnership approach to working with children, young people, and their families.	Put in place more accessible information about the processes and opportunities available to young people to prepare them for adulthood.
Ensure that the workforce has the skills, expertise, and confidence to provide a good quality education to its learners with SEND.	Work together to meet the health and medical needs of children and young people by providing high quality training and supervision, and access to appropriately trained healthcare support where required.	Work together to support learners with SEND and those in alternative provision to attend their school/ setting on a regular basis.	Amplify the voice of the child and young person in our assessment and planning process so they are empowered to actively participate in decision making.	Work with schools to make sure that young people with SEND have access to good quality careers advice and guidance.
Secure that the local specialist educational and alternative provision places to meet the current and future needs of children and young people living in Wigan.	Improve the wait times for children and young people waiting for speech and language services and those undergoing an assessment for autism and ADHD.	Promote evidence-based strategies to address the needs of children and young people who are at risk of exclusion from school.	Improve the experiences of the education, health and care assessment and planning process so that children and young people have access to timely and quality provision which meets their needs.	Improve access to work-based opportunities such as work experience, traineeships, supported internships and apprenticeships to better prepare young people with SEND for work.
Improve the offer of support for all children and young people with SEND, including those receiving SEN support, so that there is a collective system wide response to meeting pupils needs in Wigan schools.	Work together to meet the health and medical needs of children and young people waiting for speech and language services and those undergoing an assessment for autism and ADHD.	Ensure that children and young people experiencing mental health difficulties have access to early help and intervention to prevent their needs from escalating.	Facilitate regular engagement opportunities with children and young people with SEND and their families, seeking their views to help us shape services.	Support young people with SEND to develop their independence skills so young people are confident to be independent, and have increased opportunities for socialising, further education, and employment.
Work with school leaders to promote best practice in the borough and to drive forward a system wide commitment to inclusion, so that all children and young people with SEND have access to an inclusive setting which can meet their needs.	Improve the experiences of Wigan children and young people with SEND and those in alternative provision to attend their school/ setting on a regular basis.	Continue to increase the take up of learning disability health checks for young people to improve the quality of their lives.	Continue to develop and improve the Local Offer website, to make it more accessible for children, young people, and their families.	Improve the transition process across the child/young person's education, health and social care journey to ensure a positive experience.
Work with school leaders to improve educational outcomes for children and young people with SEND and narrow the gap between them and their peers.	Work together to ensure that children and young people with SEND feel safe and are protected from harm.	Implement a multi-agency response to those children and young people experiencing emotional school based avoidance.	Embed multi-agency audits of the impact of our work on children and young people with SEND to drive forward improvements in practice.	

**Wigan Council**

**Children First**

**NHS Greater Manchester**

**Wigan Safeguarding Children's Partnership**

**parent forum**

This service will form part of our approach to the delivery of our statutory obligations as outlined in Section 19 of the Education Act 1996 ('Section 19') which requires local authorities to make arrangements to provide 'suitable education at school, or otherwise than at school, for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them'.

'Suitable education' is defined as efficient education suitable to the age, ability, aptitude and to any special educational needs, the child (or young person) may have.

Further details on how the Local Authority meets our statutory obligations under section 19 can be found in our Access to Education Policy.

[Access to Education Policy](#)



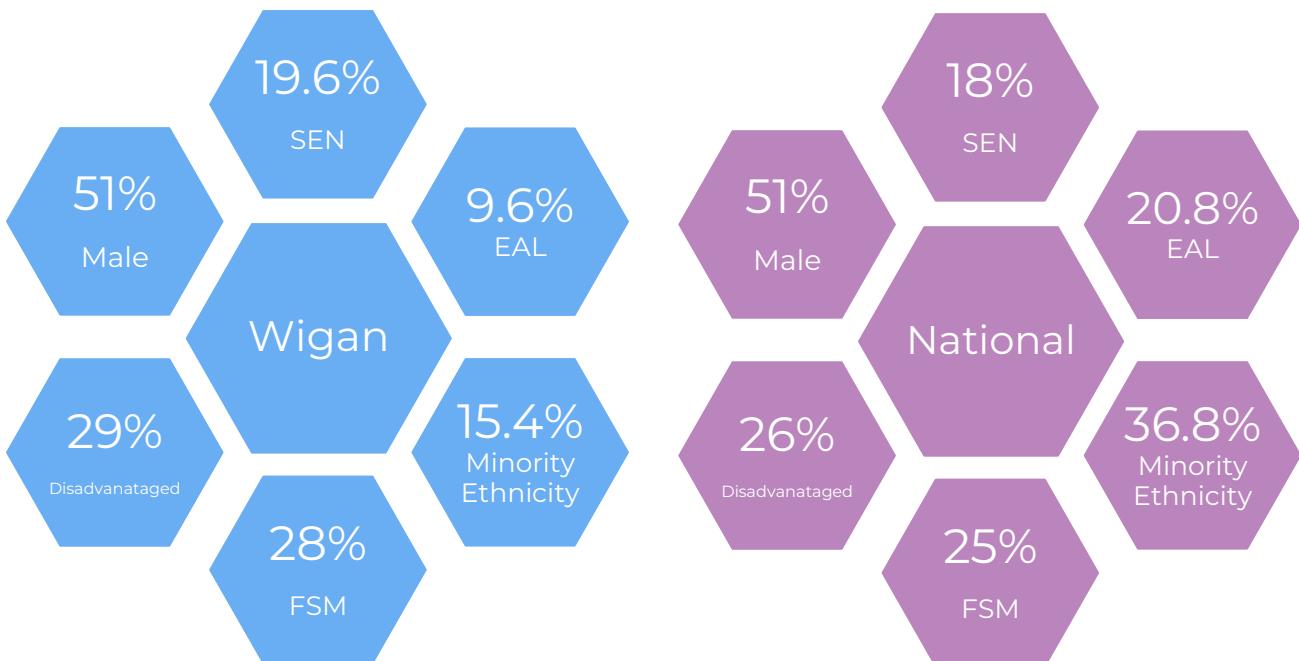
In addition, the commissioning of this contract takes into account National guidance and legislation including, but not limited to:

- Supporting pupils at school with medical conditions (2015)
- Ensuring a good education for children who cannot attend school because of health needs (2013)
- Summary of responsibilities where a mental health issue is affecting attendance (2023)
- Alternative Provision statutory guidance for Local authorities (2013)
- The Equality Act 2010

## 5.1 Local Context

There are 127 schools in Wigan borough. 2 maintained nursery schools; 99 primary schools; 19 secondary schools (including 1 free school); 6 special schools and 1 alternative provision.

In the 2023/24 academic year there were 48,601 pupils in Wigan maintained schools and academies, including nursery and sixth form year groups.





In the academic year 2023/24:

- 24% of children with SEND in Wigan schools had speech, language and communication needs (SLCN), which was in line with the national average.
- 23% of children had social, emotional and mental health needs (SEMH), slightly above the national average of 21%.
- Permanent exclusions have risen by 41% over the last 3 academic years (2021/22 to 2023/24). This has seen an increase in demand for interim tutoring whilst an education setting is sourced.
- 74% of the permanent exclusions in 2023/24 were for pupils with SEND.

## **6. Service Aims and Objectives**

We require a range of providers to deliver predominantly face to face tutoring to children and young people who are currently unable to access education due to exclusion, illness or otherwise. This will provide an education offer that is suitable to the child's individual age, ability, aptitude and any Special Educational Needs. Delivery will primarily be in Wigan's community settings; however, the commissioner may decide in a small number of cases that it is in the child's best interests for this to be delivered in the child's home or online for a time limited period.

Additionally in a minority of cases a Wigan child may be residing out of borough, and we require some of our providers to have the flexibility to offer face to face and/or online tutoring out of borough.

### **6.1 Service Description**

This section sets out our requirements for tutoring providers.

We require the successful providers, whether delivering tutoring face to face or online, to:

- only use tutors who are qualified teachers
- ensure all tutors have ongoing CPD



- have adequate safer recruitment and safeguarding checks for staff employed with all tutors having Enhanced Disclosure and Barring Service checks (DBS)

- ensure all staff have completed safeguarding training in line with DfE requirements
- ensure tuition is targeted at pupils' specific needs through baseline assessments and sensitive and ongoing diagnostic assessment
- ensure targeted tuition that is well matched to the child or young person's most recent curriculum in order to support reintegration into an education setting when appropriate. This must include at a minimum English and Maths and be part of a structured intervention plan which must be shared with the Local Authority.
- ensure that where the child remains on a school roll that tutoring is well matched to current curriculum content and the information is accessible to the school on a regular basis
- to operate within a clear equal opportunities policy.
- where children have an Education Health and Care Plan (EHCP), providers must deliver the provision outlined in section F of the plan.
- when requested, providers should supply the necessary data in a timely manner for both Personal Education Plans for children looked after and Annual Reviews for children with an EHCP.

## **6.2 The Role of the Provider**

The tutoring provider shall:

- Provide a response to requests within 24 hours.
- Allocate a suitable tutor to each child and young person and for tutoring to commence swiftly
- Provide a written summary of the session.
- Complete an evaluation method to track the work being completed and quality and satisfaction of the service, including seeking feedback, collating feedback and taking actions where necessary to improve and develop the service.
- Provide weekly invoices with clarity regarding who the invoice is for



- Undertake quality assurance strategies e.g. Case studies and comply with any council requests for quality assurance.

- Participate in regular contract monitoring meetings, bringing case studies, audits as well as quarterly performance data.
- Proactively seek to maximise the efficiency of the service e.g. preventing cancellations, providing cover for tutor absence.

- Value for money and transparency regarding rates which the service will provide in the pricing schedule.

### **6.3 The Role of Wigan Council**

Wigan Council will ensure, where available, that the provider receives any relevant pupil level assessments including Education Health Care Plans and safeguarding information where appropriate.

The Council will monitor the effectiveness of the service via half termly performance meetings and will be available for ad hoc discussions about the contract. The team manager for the service will be the main point of contact for providers on the framework and will endeavour to respond to communication within 3 working days.

### **6.4 Service Requirements**

The service will be commissioned by Education within Wigan's Children's services; specifically, this will be the Pupil Inclusion Team, SEND team and Virtual School Team. These teams are based at Wigan Life Centre, College Avenue, Wigan WN1 1NJ

For each referral the authority will confirm the required number of hours tutoring per week, according to individual need.

Providers should have the ability to deliver tuition of English, Maths and Science along with other subject areas upon request.

## **7. Service Delivery**



## **7.1 Equality of access to services**

Our vision is that all children and young people in the borough, whatever their age, ability, background or setting, will receive an outstanding education. This vision is part of the wider Progress with Unity strategy to: Create fair opportunities for all children, families, residents & businesses. "Together, we will break down the barriers that create financial, health, education and environmental inequalities in our borough." Our Progress with Unity missions will help children in our communities who face the greatest barriers gain the support they need to realise their potential. Providers will share this commitment and ensure that:

- Service provision will be available 5 days per week Monday to Friday within school hours during term time. Wigan term dates are detailed here: [School term dates](#). For children residing out of borough this will need to align with the term dates of their residence
- Services will be delivered to Wigan children and young people, regardless of Special Educational Needs and Disability, race, religion or belief, sex or sexual orientation and gender identity
- The service will be available across Wigan Borough offering a flexible, needs led service, making any reasonable adjustments necessary to ensure appropriate access
- Where agreed with the provider the service will be available to out of borough young people

## **7.2 Background and Evidence**

We would expect the successful provider to be able to evidence:

- A track record of delivering similar services
- A flexible and responsive approach to service provision based on pupils' specific needs through baseline assessments, and sensitive and ongoing diagnostic assessment. Where a child has an Education Health Care Plan the tuition should be tailored to meet the needs outlined in the child's plan.

## **7.3 Current Service Delivery**



The design of this contract has in mind the continuity of work. As an indication, the tables below show current service delivery in hours and average figures based on the recent data:

<b>Month</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>	<b>Jun</b>	<b>Jul</b>	<b>Total</b>
<b>2021/22(hours)</b>	61	124	179	162	198	208	259	129	250	154	169	<b>1,893</b>
<b>2022/23(hours)</b>	90	173	308	146	150	127	218	272	438	408	388	<b>2,718</b>
<b>2023/24(hours)</b>	291	232	789	704	684	725	945	693	905	1079	937	<b>7,984</b>



<b>Key stage % of bookings</b>	<b>Early Years</b>	<b>KS1</b>	<b>KS2</b>	<b>KS3</b>	<b>KS4</b>
<b>2023/24</b>	0.9%	0.9%	8.2%	48.2%	41.8%

## **8. Contract Management**

Our responsibility as a Commissioner:

- To treat providers fairly
- To respond promptly to queries
- To work together with providers to identify and address emerging issues
- To ensure providers are given all support from Commissioners that they require to deliver a high-quality service that has a positive impact. This will include regular quality assurance checks.

In return, we seek from the Provider(s):

- Open and honest, timely communication
- 'No surprises'
- A positive, solution-focused approach to issues
- Delivery that has the principles the New Era within it
- Staff and management to work to the #Team Wigan behaviours – to be courageous, to be accountable to be positive and to be kind.
- Flexibility and a willingness to work within and embrace change.

We are interested in understanding bidders' experiences of and capacity to work in this way.

### **8.1 Contract Monitoring Arrangements**

To enable Commissioners to understand progress towards delivery, it will be important that the Provider(s) and Commissioners hold regular quality performance monitoring meetings to consider performance monitoring, progress on previous service delivery, any service or operational issues, and



any improvement plans where appropriate. The ~~of these~~ of these meetings will be flexible and arranged as according to need (for example,

meetings may take place more frequently at the outset of the contract) but should be arranged once every half term as a minimum.

We would like to, where possible, take a genuinely partnering approach to these meetings. Equally, Provider(s) should be reassured that Commissioners will respond in a supportive, solution-focused manner where individual issues crop up that require resolving outside of these meetings.

However, it should also be recognised that Wigan Council have a responsibility for the delivery of tutoring which meets quality standards and the needs of children and young people. To partly discharge this responsibility, it will be necessary for Commissioners to monitor Provider(s) progress and performance and challenge in a constructive manner to ensure performance and standards are being maintained.

To support Commissioners to meet their responsibilities, the Provider(s) is therefore required to submit their performance and activity data at intervals to be decided during discussions with the successful providers.

Commissioners will review this data in a timely manner and may submit written queries for the Provider(s) to provide a written response ahead of contract meetings. Queries and their written response will be recorded on a standard template to provide a historical record of progress within the contract. Timescales for the provision of data, queries and responses should be agreed between Commissioners and the Provider(s) during the mobilisation period.



At any point during this contract, Commissioners may also agree additional action points, targets and reporting arrangement proportionate to any underperformance. Commissioners may also carry out periodic and comprehensive service reviews involving surveys, conversations or engagement events with children and young people and their families, the assessment of documents, organisational policies and procedures including service files and other records concerning the Provider(s),

customers and staff. Where concerns have been raised regarding standards relating to safeguarding or quality of education, Commissioners reserve the right to suspend the allocation of new pupils whilst the matter is reviewed by the Provider and/or the Commissioner as appropriate.

Commissioners and Provider(s) will also commit to meeting once a year for the purposes of annual review of the contract. This review meeting will:

- Review performance data for the previous year.
- Identify and confirm planned actions for the following year.
- Identify any forthcoming opportunities, issues, or risks to the contract.

This meeting will be recorded by Commissioners. Should it be necessary, a written record of the agreed variations to this contract will follow for Provider(s) to formally sign and return to Commissioners. Variations to this contract may also be made at any point throughout the year but will require both Commissioner and Provider(s) agreement and must be recorded in writing.

## **9. Standards / Guidelines**

### **9.1 Legislation & Guidance**

The Provider(s) will ensure that its employees, agents, and sub-Providers comply with all relevant legislation, regulations, and statutory circulars insofar as they are applicable to the service. These include, but are not limited to the following (including any pending reforms and related regulations):



- Data Protection Act (2018)
- Human Rights Act (1998)
- Freedom of Information Act (2000)
- Equality Act (2010)
- Health and Social Care Act (2012)
- General Data Protection Regulation
- Working together to Safeguard children (2023)

The successful Provider(s) must demonstrate that it is compliant with relevant legal requirements.

## **9.2 Safeguarding**

The provider must have robust polices for safeguarding adults and children that reflect the principles and policies of the local authority's Safeguarding Adults and Children Policies. These can be found here:

<http://www.wigan.gov.uk/Resident/Health-Social-Care/Adults/report-abuse-or-neglect-of-a-vulnerable-adult.aspx>

<http://www.wigan.gov.uk/Resident/Health-Social-Care/Children-and-young-people/Child-protection/Child-protection.aspx>

Providers will have a clear understanding of Wigan Safeguarding Children's Partnership Policy and Procedures and will embed this within their organisation and training programmes.

Copies of the full documents and supporting documentation can be found here: [Wigan Safeguarding Childrens Board - Homepage](#)

Our overarching principle is that residents of Wigan Borough can live safely, free from harm, and abuse or the fear of abuse, in communities that:



- have a culture that does not tolerate neglect and abuse
- work together to prevent harm and reduce the risk of abuse
- know what to do when abuse happens

Providers must accept individual and collective responsibility to ensure that they:

- Follow the Multi Agency procedures when responding to abuse. This includes contacting Wigan Children First Partnership [Professional referrals - for children](#) if the Provider has concerns about a child
- Promote good practice to prevent abuse and commit themselves to the underlying values and principles articulated in the statutory guidance [Working together to safeguard children - GOV.UK](#)

- Encourage and permit staff to attend relevant safeguarding training and provide appropriate resources for staff to meet the requirements of [Working together to safeguard children - GOV.UK](#)
- Take timely and appropriate action to protect when suspected abuse is identified.
- The Provider(s) will contact the [Local Authority Designated Officer \(LADO\)](#) in all cases where it has been alleged a member of their staff has behaved in a way that has harmed, or may have harmed, a child.

### **9.3 Complaints**

The procedure for dealing with complaints will be agreed between the service provider and the Commissioning Team prior to commencement of the contract.

The service provider shall keep a complete record of all complaints made in the delivery of this contract.

### **9.4 Core Skills / Competencies of staff**

All tutors must be qualified teachers who are able to demonstrate continued professional development.



## **10. Service Outcome**

The Service Provider performance will be monitored by a combination of activity data, cost, feedback from children, young people and their families and service delivery on-time.

Performance data to be provided will be discussed with the successful providers.

The table below is an indication of what providers will be required to report on and the frequency of the reporting. The format of such reporting will be agreed by the Council following contract award.

	<b>Activity</b>	<b>Number</b>	<b>%</b>	<b>Method of Measurement</b>
1.	Students referred to the service		N/A	Half termly report
2.	Students offered the service			Half termly report
3.	Students who start sessions within 5 days of referral			Half termly report
4.	Students with intervention plans within 3 weeks of start date			Half termly report
5.	Number of sessions cancelled by tutor			Half termly report



6.	Number of sessions cancelled by family		Half termly report
----	--	--	--------------------

<b>Outcomes</b>	<b>Number</b>	<b>%</b>	<b>Method of Measurement</b>
1. Overall Attendance			Half termly report
2. Students making progress from baseline assessment			Half termly report

The Council has adopted the use of Key Performance Indicators, and it is intended that the following will be measured during the course of this

contract. Other performance indicators may be introduced during the Contract. Failure to achieve targets may result in termination of the Contract.

The performance of the Contractor will be monitored against the following indicators:

- Student attendance 90% or higher
- At least 90% of students to achieve progress from baseline assessment
- At least 90% of students will have intervention plans within 3 weeks of commencement
- At least 90% of referred students start tutoring within 5 school days

## **11. Business Continuity**



The provider must have an effective business continuity plan, which is regularly reviewed and shared with commissioners. This should include an

effective response to incident which could have a major impact on the delivery of services e.g., extreme weather impact, power outages or significant staffing issues.

Providers will be proactive in highlighting any significant risks or concerns to commissioners to enable early intervention and prevention measures to be considered and implemented.

As and when appropriate, risk management tools or other escalation methods will be completed by the provider and shared with any other relevant agencies.

Agencies must have documented plans in place to manage:

- Tutor absence or illness.
- Technical issues (portal downtime, internet failure).
- Data breaches or cyber incidents. The Council must be informed of any issue likely to disrupt delivery within 24 hours.

## **12. Contract Value**

The total contract value over the duration of the framework agreement is not expected to exceed £5m.

Potential providers are to note, admittance to the framework is not a guarantee of business and volume may vary in line with the service needs.

## **13. Award of business**

The referral request will be issued by email to the email address(es) provided by the providers. The referral request will confirm the Authority's service requirements for that referral, which may include but is not limited to, the following: -

- Key stage
- Subject requirements (if in addition to core subjects)
- Key stage attainment level (if known at point of referral)
- Any SEND needs



- Post code
- Relevant health needs

All providers will be required to respond to the Authority within 24 hours of receipt of the referral request, advising whether it can or cannot meet the service requirements for that referral.

From the pool of providers that have (i) responded within the 24-hour response period; and (2) can meet the service requirements for the referral, the Authority will award the referral to the provider which it (in its sole discretion) considers is most appropriate, taking into account factors such as (but not limited to):

1. The provider's initial tender score
2. The competitiveness of the provider's price
3. The provider's suitability / ability to meet the needs of the individual referral
4. The provider's market share, capacity and referrals to date
5. The provider's performance under the framework to date

In the event that no providers have (i) responded within the 24-hour response period; and (2) can meet the service requirements for the referral, the Authority reserves the right to approach an individual provider, at its discretion, to discuss the referral, with a view to reaching a workable solution in order for an award of the referral to that provider to take place.

For all referral awards, the provider must commence provision within five school days of the award.

The Authority reserves the right to re-award an existing referral in the event that the current award is terminated.

## **14. Digital Safeguarding, Data Protection, and Secure Delivery Requirements**

All agencies participating in this tutoring framework must adhere to the following specifications. These standards ensure secure delivery,



safeguarding of children and young people, compliance with GDPR, and quality of service.

## **14.1 Tutor Devices and Technology Use**

Tutors must only use professional devices that meet the following minimum-security standards:

- Full-disk encryption enabled (e.g., BitLocker or FileVault).
- Updated antivirus and anti-malware protection.
- The operating system (e.g Windows 11) must be in support and be regularly updated with patches from the vendor
- Automatic screen lock after inactivity.
- Strong password or biometric authentication.
- Devices used exclusively for professional purposes; not shared with family or friends.
- Public Wi-Fi must not be used unless protected by a VPN.

## **14.2 Session Recording and Notes**

- Recording is prohibited unless explicitly authorised in writing by the Council/Parents/Guardians. If recordings are captured and stored on the Council's infrastructure
- Tutors must complete a session note after each session, including:
  - Student engagement i.e. sessions attended, hours tutored and participation in sessions.
  - Details of any sessions missed, with reasons
  - Location and suitability of venue
  - Ability levels
  - Subjects taught, curriculum, areas of focus
  - Aims, learning objectives and progress made
  - Homework set and completed.
  - Any concerns (including safeguarding).
- Session notes must be:
  - Submitted to the Council weekly.



- Sent via secure email or uploaded to a secure portal if available.
- Agencies must not retain session notes beyond the agreed retention period unless legally required.
- There should not be a reliance on AI in the production of reports

#### **14.3 Secure Use of Portals (If Applicable)**

If a tutoring agency uses a digital platform or portal:

- Must enforce Multi-Factor Authentication (MFA) for all users.
- Role-Based Access Control (RBAC) must be implemented to limit access to sensitive data.
- All data must be encrypted:
  - In transit: TLS 1.2 or higher.
  - At rest: AES-256 or equivalent.
- Hosting must be in the UK or a country with equivalent data protection laws.
- The provider must notify the Council of any data breach within 24 hours.

#### **14.4 Email Communications**

- Emails with personal data must be encrypted using TLS or secure gateways (e.g. Egress, Mimecast).
- Password-protected attachments may be used, with the password sent separately.
- Agencies must use domain-authenticated email (SPF, DKIM, DMARC).
- Personal email accounts (e.g., Gmail, Yahoo) must have MFA always enforced.
- Emails must include minimal personal data, with sensitive documents shared via secure methods.

#### **14.5 Data Handling and Retention**

- No local storage of personal data unless encrypted and necessary.
- All data transfers must follow the Council's data protection policies.
- Agencies must comply with the Council's data retention schedule.



Personal data must be deleted or returned when no longer required, except where legal obligations apply.

## **14.6 Identity Verification & Tutor Vetting**

- All tutors must hold Qualified Teacher Status and a valid enhanced DBS check (renewed within the last 12 months).
- Proof of identity, DBS status, and qualifications must be provided upon request.

- Tutors must be clearly identified during online sessions (e.g., name displayed on screen) and camera on.
- Agencies are responsible for ensuring that only verified and approved tutors are deployed.
- Students should be encouraged to attend from appropriate environments (home/school/community) with responsible adult oversight.

## **14.7 Tutors must**

- Not use personal social media or messaging apps to contact students.
- Not store or distribute images, audio, or video from tutoring sessions without written consent.
- Follow a clear Acceptable Use Policy (AUP) provided by the Council and accepted by tutors.



- Maintain respectful, professional conduct at all times. Acceptable Use and Behaviour

## **14.8 Compliance, Training and Monitoring**

- Tutors must receive annual training in:
  - Digital safeguarding.
  - Data protection.
  - Acceptable use of technology.
- Providers must perform quality assurance checks, including:
  - Spot checks of session quality.
  - Internal audits of data handling and reporting.
- The Council reserves the right to conduct audits or request compliance evidence.

## **14.9 Video Conferencing Tools for Online Tutoring**

Where tutoring is delivered online, agencies must ensure:

- Only approved video conferencing platforms are used, such as:
  - Microsoft Teams
  - Zoom for Education
  - Google Meet (with enhanced security settings)
- The platform must support and enable end-to-end encryption.
- Waiting rooms, meeting lobbies, or similar controls must be used to ensure only invited participants can join.
- All sessions must be password-protected or access-controlled (e.g., one-time link).
- Recording of sessions is strictly prohibited unless:
  - Explicitly authorised in writing by the Council.
  - Stored securely in accordance with data protection laws.

- The purpose of recording is clear and justified (e.g., safeguarding, quality review).
- Agencies must ensure tutors:
  - Never share meeting links publicly.



- Terminate the session if an unauthorised participant joins or attempts to access the session.

## **14.10 Endpoint Protection and Patch Management**

All tutor devices must:

- Use supported operating systems (e.g., Windows 10/11, macOS Ventura or later).
- Apply security and critical updates within 14 days of release.
- Be protected by antivirus or EDR solutions, where feasible.
- Agencies must maintain records of patching and endpoint protection.

## **14.11 Secure User Accounts and Access Controls**

- Tutors must have individual, unique logins. Shared accounts are not permitted.
- Admin rights must not be granted unless necessary and tightly controlled.
- Access to student data must be:
  - Based on role and minimum privilege principles.
  - Monitored and reviewed regularly.

## **14.12 Use of Portable Storage**

- Use of portable storage (e.g., USB drives) is discouraged.
- If used, devices must:
  - Be hardware encrypted.
  - Be used for minimal transfer purposes only.
  - Be securely wiped after use.

## **14.13 Backup and Recovery**

- Providers managing data before submission must:
  - Implement regular data backups.
  - Ensure backup data is encrypted and stored separately from active systems.
  - Be able to recover data within 48 hours if lost or corrupted.

## **14.14 Device Loss or Theft**

- Providers must have procedures for:
  - Reporting lost or stolen devices within 24 hours.



- Ensuring lost devices can be remotely locked.

#### **14.15 Logging and Forensics**

- Systems and platforms used must:
  - Record user logins, data access, uploads, and session start/end.
  - Retain logs securely for at least 12 months.

Provide access to logs upon request by the Council in event of audit or incident.