**Wellbeing and Work for Refugee Integration (WW4RI) Project**

**Invitation to subcontract for Language Café in Bedford**

**I. Context and Purpose of WW4RI Project and ESOL for Afghans extension**

Overall, the WW4RI project will support 580 refugees to obtain wellbeing support and move nearer to the job market by the end of the project in December 2022. The project is based on the principle that being well enough to be economically active is the most significant step towards becoming integrated in society.

The main WW4RI project consists of three strands:

* Wellbeing / mental health support,
* A network of employment advisers and
* Specialist ESOL and skills courses

and is provided across 6 counties in the East of England (Norfolk, Suffolk, Essex, Hertfordshire, Bedfordshire and Cambridgeshire).

Our project partners are largely local charities who have developed their expertise over the years, through their work with asylum seekers and refugees. These partners will undertake skills assessments and identify ‘unique beneficiaries’ for the other strands of the project:

* Some will be offered a place on an ESOL and Skills course at E2 or higher.
* Some will be offered wellbeing support, which is provided by the Refugee Council in Bedfordshire.
* Those who complete their ESOL and Skills programme will have the chance to undertake work experience.

The project extension is to support 12 newly arrived Afghans (ARAP, ACRS and others) in Bedford who we currently aren’t reaching with our overarching project. It aims to provide a link across the well-being and ESOL strands by connecting the new Afghans and witht he existing Afghan community in Bedford through informal langauge learning. We are looking to award a contract for the in-person delivery of informal ESOL for 12 learners in 2022, once a week, in a community setting in Bedford.

Appendix A of this document contains the Job Description for the ESOL tutor, ESOL Administrator and Creche worker. More information relating to the delivery of this contract can be found in Appendix B.

In applying to deliver this work, applicants should set how they expect to teach the ESOL learners’ courses. In doing this, you should refer to Appendix B for further guidance.

**II. Project Website**

More information on the project is published here: <https://smp.eelga.gov.uk/refugees/well-being-and-work-for-refugee-integration-project/>. More details on the courses provided under WW4RI are found here: [WW4RI ESOL and skills courses - EELGA SMP](https://smp.eelga.gov.uk/ww4ri-esol-and-skills-courses/).

**III. Timing**

* Bidding closes: 28 March 2022
* Interviews: week of 11 April 2022
* Contract awarded: 20 April 2022
* Contract delivery: May 2022 – December 2022

**IV. Contract Management**

The contract will be held and managed by the East of England Local Government Association (EELGA).

The organisation awarded the contract will be able to contact the WW4RI Project Officers as necessary and to discuss any issues with them throughout the project.

The winning bidder must submit written quarterly reports (30 June, 31 September and 31 December) in line with the funder’s requirements. They must also attend monthly meetings of the ESOL providers involved in the project.

EELGA takes a zero-tolerance policy towards modern slavery and will report any suspicion of such activity to the relevant authorities.

**V. Evaluation**

All subcontractors must be fully committed to comply with the data protection and privacy requirements of the project, provide the secure transfer of private information and produce all of the necessary evaluation documents required by the project funder, which is the UK Responsible Authority for and on behalf of the European Union.

**VI. Payment**

Applications are expected to be inclusive of all expenses, consultation and other costs (excluding VAT if applicable). EELGA will authorise payment, payable against invoices issued in arrears at stages to be agreed when the contract is awarded. All payments will be subject to: satisfactory completion of the contract; quality standards required by the project team; and delivery against the conditions of the terms of engagement agreed between EELGA and the appointed organisation.

Variations on terms of engagement will require negotiation and will need to be agreed in writing by both sides in advance if payment is not to be affected. Nothing in this briefing in any respect whatsoever constitutes a contract.

**VII. Property and Contractual Conditions**

The final summary document may be shared with partner organisations wishing to learn from our practice. The contract holder will be required to keep confidential and shall not (except as required by the terms of this brief) use or disclose any confidential information, records or other materials related to the work undertaken.

**VIII. How to Tender**

Sealed tenders supported by an email copy ([gill.searl@eelga.gov.uk](mailto:gill.searl@eelga.gov.uk) and [louise.gooch@eelga.gov.uk](mailto:louise.gooch@eelga.gov.uk)) should be submitted by **17.00 hours on Monday, 28 March 2022** addressed to Louise Gooch, WW4RI Project Manager at East of England LGA, West Suffolk House, Western Way, Bury St Edmunds, Suffolk, IP33 3YU, and marked clearly as “WW4RI Project Tender” as above. **It will not be possible to accept email copies only**. We may wish to organise selection interviews with applicants depending upon the level of interest we receive. If so, these would take place during the week starting 11 April 2022 and may be conducted remotely via conference call.

Those wishing to tender are required to submit the following information:

* An explanation of how you expect to be able to deliver the contract, using no more than two sides of A4 paper, adhering to the Job Description set out in Appendix A and the guidance in Appendix B
* Relevant background information about your organisation’s work
* Evidence of knowledge and experience gained over the past 3 years that nominated teachers from your organisation have in successfully delivering ESOL 1-2-1 to learners working at entry 2 or lower; please detail any professional qualifications that your teachers have, e.g. Preparing to Teach in the Lifelong Learning Sector (PTTLLS), CELTA, DELTA.
* Evidence of experience in managing volunteers with appropriate risk assessments and safeguarding processes in place.
* Experience of running a creche with suitably qualified staff, risk assessments and safeguarding processes.
* Accounts for the last year (externally audited if you are a registered charity)
* CVs for nominated teacher and creche workers
* 2 references for the teacher and creche workers; please note they should not be from family members
* 2 references for your organisation
* Any additional outputs proposed to those listed above
* Any other supporting information that you may wish to include

For further information about this project and/or an informal discussion about this work please contact Gill Searl on 07790 973101 email: [gill.searl@eelga.gov.uk](mailto:gill.searl@eelga.gov.uk).

**Tender Scoring Matrix**

**Score /10 per section**

|  |  |
| --- | --- |
| Demonstrates a good understanding of the WW4RI project, ESOL for Afghans project extension. |  |
| Demonstrates that the organisation is able to comply with timetable, reporting and contractual arrangements. |  |
| Demonstrates the necessary skills, experience and references as an organisation to provide informal ESOL. |  |
| Demonstrates that identified teachers have the necessary skills, experience and references to successfully provide informal ESOL courses. |  |
| Demonstrates that identified creche workers have the necessary skills, experience and references to successfully provide safe care to the learners’ children. |  |
| Demonstrates that the organisation has the necessary financial stability to deliver the contract. |  |
| Demonstrates that the organisation provides additional outputs which add value to the project. |  |
| Demonstrates that the organisation’s practices, culture and work align with those of the WW4RI project and the SMP at EELGA. |  |
| Provides evidence of past success at progressing learners with a low baseline assessment through the levels of ESOL and into other learning or work. |  |
| The proposed cost is at or below £29,000. |  |
| **Total /90** |  |

**APPENDIX A:**

EAST OF ENGLAND LOCAL GOVERNMENT ASSOCIATION

**JOB DESCRIPTION**

## JOB TITLE ESOL Teacher for Bedford Language Cafe

**DURATION** 1 May 2022 to 30 December 2022 (fixed term contract)

**JOB PURPOSE**

This post serves to deliver high quality, formal scheduled ESOL teaching, including planning, delivery, assessment and review, alongside curriculum development to Afghan refugees in line with the WW4RI project plan extension, ESOL for Afghans.

**PRINCIPAL ACCOUNTABILITIES**

The main duties and responsibilities of the post include the following:

1. Effective, flexible, dynamic and innovative planning and delivery of a teaching programme, which will focus on the English required by individual learners to meet their personal learning goals and move up one level of ESOL in one or more skills.
2. Devise a flexible programme of study using a variety of relevant methods and approaches for a weekly language café for 12 new Afghan arrival learners plus another 25% made up of other refugee learners.
3. Undertake initial ESOL assessment and identify learning goals with 12 or more beneficiaries who are directed to the service by local case workers and / or the councils who are supporting ARAP or ACRS programmes.
4. Undertake session planning and preparation after the initial assessment and ahead of classes to ensure that the are enough suitable resources for use with each learner, alone or with the help of classroom volunteers.
5. Mark and review activities completed.
6. Create a register of learners and record attendance against the register and upload to the project team sharepoint folder once a month.
7. Work with volunteers and local ESOL team to regularly assess impact of learning to track and record progress.
8. Liaise with the regional project team, provide them with copies of the register, initial assessment paperwork, and completed learning assessments.
9. Provide all reports required to deliver, manage and evaluate the project by the SMP at EELGA and the project funders.
10. Work effectively with other local ESOL tutors, employees in the organisation you work for, partner organisations and WW4RI project team (SMP at EELGA) to highlight successes and areas for improvement.
11. Ensure that all safeguarding procedures are implemented, risk assessments undertaken and adhered to at all times.

**Flexibility**

In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the job, at the appropriate grade. This job description will therefore be subject to periodic review with the post-holder to ensure it accurately reflects the duties of the job.

Location: Bedford. 1 part time post is available.

This post requires a DBS check; appointment to this position is subject to an enhanced disclosure check. Having a conviction will not necessarily cause a bar to employment. You will also be expected to hold a minimum TEFL/TESOL qualification or be willing to work towards it.

EAST OF ENGLAND LOCAL GOVERNMENT ASSOCIATION

**JOB DESCRIPTION**

## JOB TITLE Crèche Assistant for Bedford Language Café Crèche

**DURATION** 1 May 2022 to 30 December 2022 (fixed term contract)

**JOB PURPOSE**

The Creche Assistant is a childcare professional involved in the day to-day running of the Crèche. You perform an important role caring for children, maintaining a high-quality, stimulating learning environment. You are creative and reflective and able to implement new ideas to continually improve practice and support the management team

**PRINCIPAL ACCOUNTABILITIES**

The main duties and responsibilities of the post include the following:

1. Contribute to the creation of a safe, welcoming and inclusive environment for all children.
2. Help ensure that the room is set up appropriately, prior to the children arriving and to ensure the room is packed away and returned to the same condition as when you arrived.
3. Be aware of the Crèche policies and procedures and ensure that these are adhered to.
4. Be responsible for the welfare of all children in your care.
5. Be vigilant and protect children from harm or abuse, reporting any concerns immediately to the Room Leader.
6. Reflect on practice and routines, striving to meet the individual needs of each child throughout the day.
7. Assist in the development of the Crèche’s policies and procedures in accordance with EYFS standards
8. Provide a range of stimulating age-appropriate activities and ensuring the room is well-resourced and creatively set-up.
9. Work in partnership with all parents/carers, building and maintaining relationships that encourage trust, open communication and involvement in Crèche life.
10. Contribute to the effective recording and resolution of any complaints or investigations, always ensuring confidentiality.
11. Be professional and a good role model to the children and other staff members, at all times.
12. Work flexibly as part of the larger team, assisting and supporting colleagues wherever required, to ensure the smooth running of the organisation.
13. Cooperate and work effectively with the management team, taking on additional responsibilities/duties and positively promoting developments in policies and procedures to team members.
14. Create a register and record attendance of children with the details of their parents who are attending the ESOL café and provide to the ESOL Administrator every week.

**Flexibility**

In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the job, at the appropriate grade. This job description will therefore be subject to periodic review with the post-holder to ensure it accurately reflects the duties of the job.

Location: Bedford. 3 part time posts are available.

This post requires a DBS check; appointment to this position is subject to an enhanced disclosure check. You will also be expected to be working towards a qualification in Children’s Care Learning & Development, or equivalent and will have some experience of working with pre-school age children.

EAST OF ENGLAND LOCAL GOVERNMENT ASSOCIATION

**JOB DESCRIPTION**

## JOB TITLE ESOL Administrative Assistant for Bedford Language Café

**DURATION** 1 May 2022 to 30 December 2022 (fixed term contract)

**JOB PURPOSE**

This post is to provide administrative and financial support to facilitate the day to day running of the ESOL training programme. You will support the ESOL Team Leader by ensuring that records of project activities are kept up to date and accurate in line with the requirements of funders and commissioners. Specifically, you will be responsible for administering records of learner enrolment and participation and the preparation of reports to local, regional and national funders.

**PRINCIPAL ACCOUNTABILITIES**

1. Assist the ESOL Team Leader in maintaining learner records, transport route plans and monitoring reports, including records of financial payments and receipts.
2. Assist the ESOL Team in printing and distributing ESOL training materials and resources
3. Assist the Operations Team with the preparation of invoices for funders
4. Ensure that filing systems are kept up to date and accurate
5. Assist in developing the client management system to provide timely reporting for the Head of Operations and the funders through uploading materials requested to the project sharepoint account.
6. Provide general assistance to the Operations team, covering for absences within the team and responding to learner queries as appropriate.
7. Play an active role in in developing administrative and financial systems and processes with the Operations Team.

**Flexibility**

In order to deliver services effectively, a degree of flexibility is needed and the post holder may be required to perform work not specifically referred to above. Such duties, however, will fall within the scope of the job, at the appropriate grade. This job description will therefore be subject to periodic review with the post-holder to ensure it accurately reflects the duties of the job.

Location: Bedford. 1 part time post is available.

**APPENDIX B – Guidance for applicants**

**Additional information on WW4RI ESOL for Afghans:**

The main WW4RI has developed a range of ESOL and Skills modules for those working at strong E2 or above. The details are found here: [WW4RI ESOL and skills courses - EELGA SMP](https://smp.eelga.gov.uk/ww4ri-esol-and-skills-courses/) . This one part time ESOL teacher working with volunteers in a Bedford community setting complements this programme as it is for people who are working at mixed abilities, likely to be lower than E3 and who are looking for informal, social learning.

The Afghan programme extension has been developed in response to the influx of resettled Afghans following the emergency in the country in the summer of 2021. These refugee families are larger than our other refugee families and because of caring responsibilities may find it harder to access standard ESOL.

The language café therefore removes barriers to access by offering a minibus to help people travel to the café, plus an on-site creche for pre-school children. In addition, the class teacher is supported by 5 classroom volunteers to make it possible for a mixed ability class to learn together. The language café should be open once a week for 4 hours, in a community setting and be reaching at least 12 new Afghan learners plus another 25% of refugee learners from other countries of flight. The informal setting will also allow for members of the established Afghan community in Bedford to interact with the new arrivals, creating new social networks and facilitating integration.

The ESOL teacher will create materials and resources as part of a scheme of work which supports this informal learning and helps beneficiaries to meet their individual learning goals. The teacher should revise and adapt materials in light of feedback from learners and classroom volunteers.

Evidence must be provided on how the knowledge and skills of the learners has increased as a result of the course, for example by providing assessments at the start and end if the course.

The successful bidder(s) will join a network of ESOL and skills tutors in place around the region. All ESOL and skills tutors will be supported by the project’s ESOL lead, Gill Searl. The successful bidder must send a representative to attend short monthly meetings (online) with the other ESOL providers.

The resettling councils and their casework teams will identify which families most need this provision. You will need to undertake the initial assessment to determine their ESOL level.

The maximum contract amount that can be awarded is £29,000. The budget is made up of ESOL teacher’s planning, preparation and contact hours, creche workers’ time on site, room hire, office hire, the cost of administrative and management support, travel costs for beneficiaries and volunteers, refreshments and classroom resources.

**Bid Requirements**

Bids must cover all of the costs involved in delivering the contract and must include a spreadsheet that clearly indicates the different types of costs involved and how the total cost is made up.