

Headteachers' Roundtable

DOORSTEP MANIFESTO

GENERAL ELECTION 2019

Our Children's Education...
Our Nation's Future

Schools that enable all to thrive



Published by Schools Week on behalf of HTRT

SCHOOLS WEEK

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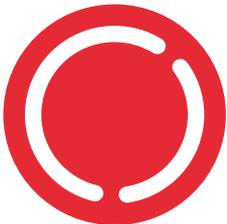
 **Headteachers'
Roundtable**



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EXECUTIVE SUMMARY

“Sufficient Great Teachers & Funding; Protection for the Vulnerable; High Levels of Professional Trust & Ethical Leadership”

- 1. Every parent wants a good teacher in front of their child; every pupil needs a good teacher if they are to thrive and flourish. We currently do not retain enough of our teachers; too many leave the profession after a few years. This makes it impossible to recruit enough teachers to fill the gaps and this is getting worse.**

The new Government must deal with the root causes of the current teacher retention and recruitment crisis facing schools. The negative impact of the high-stakes, cliff-edged accountability system; excessive centrally driven change and the impact on the decisions made by school leaders all need to be systematically addressed.

- 2. Education needs to be a priority for financial investment. Our children have only one chance of education and must not suffer due to insufficient funding and the postcode lottery of different funding levels. Misleading and confusing information about school funding must stop.**

The new Government must introduce a ten year budget for schools, post-16 and high needs provision (2020-2030) that reverses the real term reduction in budgets and provides additional funding to meet the needs of our children.

- 3. Our Education System must ensure that the most vulnerable children have their needs met. Parents, of children with special educational needs, face a**

system that is overly complex and varies too much by postcode.

The new Government must commit to ensuring sufficient funding and provision for the increasing complexity number of children with special educational needs, including access to mental health care.

- 4. Parents trust school leaders, teachers and the support staff to do the best for their children. Politicians must also show this high level of trust and reform the high stakes accountability system which is damaging our schools.**

The new Government must commit to a long term extensive review of the accountability system and remove all aspects which are damaging to or have a perverse impact on schools and the quality of education offered.

- 5. Society needs and parents expect all schools to be responsible, ethical and inclusive. System ‘drivers’ must reflect the ethical behaviour of the overwhelming majority of school leaders & teachers and challenge the few who do not play their part.**

The new Government must ensure that the reviewed accountability system recognises the challenges of working with the most vulnerable and in the most challenging areas. Contextualised or comparative measures must be used to ensure schools that take the greatest numbers are recognised and not punished. All schools need to see the most vulnerable and challenging children as part of their core mission.

“Sufficient Great Teachers & Funding; Protection for the Vulnerable; High Levels of Professional Trust & Ethical Leadership”

Our children and grandchildren are amongst the most important people in our lives; we consider their futures when thinking about who to vote for. We want the very best for them and value: their health, their education, the opportunities afforded them and the world they will inherit.

Schools, colleges and high needs providers have faced a challenging few years. It is difficult not to have noticed high profile stories about inadequate levels of funding; gaps between groups of children ever widening and school leaders and teachers leaving the profession, due to excessive pressures and unmanageable workload.

This December, your vote can really make a difference. Please listen and speak to all your local prospective Parliamentary candidates and look at the information they provide. Here are some ideas we believe would improve the education of our children.

- 1. Every parent wants a good teacher in front of their child; every pupil needs a good teacher if they are to thrive and flourish. We currently do not retain enough of our teachers; too many leave the profession after a few years. This makes it impossible to recruit enough teachers to fill the gaps and this is getting worse.**
 - The new Government must deal with the root causes of the current teacher retention and recruitment crisis facing schools. The negative impact of the high-stakes, cliff-edged accountability system; excessive centrally driven change and the impact on the decisions made by school leaders all need to be systematically addressed.
 - All trainee teachers should receive a bursary. This

bursary must be repaid if the trainee does not start teaching (repaid in full) or leaves teaching before the end of their eighth year of teaching in a state maintained school (repaid on a sliding scale).

- Teachers need high quality professional development and support in implementing it from the start of their training and all the way through their career.
- A fully funded Masters level professional qualification should be available to teachers and school leaders. A tenth year sabbatical - to enhance current understanding or experiences relevant to developing further subject specific knowledge or pedagogical research or technical expertise – should be available to all school staff.
- Flexible working practices, especially for those returning to teaching from parental leave, who have disabilities or who having caring responsibilities must be legally protected.

2. Education needs to be a priority for financial investment. Our children have only one chance of education and must not suffer due to insufficient funding and the postcode lottery of different funding levels. Misleading and confusing information about school funding must stop.

- The new Government must introduce a ten year budget for schools, post-16 and high needs provision (2020-2030) that reverses the real term reduction in budgets and provides additional funding to meet the needs of our children.
- An immediate uplift in funding is required in the current academic year; parents, children and teachers shouldn't have to suffer with the existing inadequate funding and its impact.
- Enhanced funding for high quality early years provision, including increased access to speech, language and communication support in the most disadvantaged areas, will enable children get off to the best possible start, reducing the impact of contextual inequalities at the earliest opportunity.
- Part of the ten year funding plan for schools must



ensure sufficient capital funding is available for the building of new schools and repairing/improving the ones we have. This should be independently checked against increased pupil numbers/repairs and improvements required.

- All political parties and the Department for Education must be required to present funding for schools in the same format year on year. This should show clearly whether the funding is to cover additional pupil numbers, costs due to inflation, staffing costs or is additional new money.

3. Our Education System must ensure that the most vulnerable children have their needs met. Parents, of children with special educational needs, face a system that is overly complex and varies too much by postcode.

- The new Government must commit to ensuring sufficient funding and provision for the increasing complexity number of children with special educational needs, including access to emotional and mental health care.
- A national assessment and audit of the special educational needs and disabilities of our children and the current available provision should be used to determine what new provision is needed and where.
- The current bureaucratic, costly and time inefficient

process of creating Education, Health & Care Plans should be replaced with a statutory “assessment of best provision”; to enable each child to receive the best possible education and care.

- The majority of educational, health and care needs of each child should be met by a multidisciplinary team of professionals “under one roof”.
- The cost of each specialist type of provision and the number of places it can provide must be determined at a national level. This avoids the damaging system of each local authority determining different levels of funding for children with the same needs.

4. Parents trust school leaders, teachers and the support staff to do the best for their children. Politicians must also show this high level of trust and reform the high stakes accountability system which is damaging our schools.

- The new Government must commit to a long term extensive review of the accountability system and remove all aspects which are damaging to or have a perverse impact on schools and the quality of education offered.
- There should be fundamental reform of Ofsted to ensure it has a much greater focus on regulation of illegal and unregistered schools and inappropriate providers.



- The current invalid and unreliable grading of schools which is driving workload and great teachers and school leaders out of the profession must stop.
 - Inspection of schools should be replaced by peer review and evaluation with a trained HMI on every team, to ensure the integrity and rigour of the process.
 - Key Stage 1 tests (for 7 year old children) should be stopped and Key Stage 2 SATs should no longer be publicly reported at a school level but be used to assess overall improvements in primary education. The EBacc should be removed from the Secondary School Performance tables, as it replicates other performance measures and reduces the relevance of the curriculum for too many pupils.
- 5. Society needs and parents expect all schools to be responsible, ethical and inclusive. System 'drivers' must reflect the ethical behaviour of the overwhelming majority of school leaders & teachers and challenge the few who do not play their part.**
- The new Government must ensure that the reviewed accountability system recognises the challenges of working with the most vulnerable and in the most challenging areas. Contextualised or comparative measures must be used to ensure schools that take the greatest numbers are recognised and not punished. All schools need to see the most vulnerable and challenging children as part of their

core mission.

Safeguarding and care of our children must be at the top of agenda and part of national process of annual audit; Safeguarding should be removed from the once every four years inspection process.

Proportionate accountability must be introduced so schools are accountable for the time that a child spends at their school. The current system where 100% of accountability for outcomes is on the school the child attends at the end of Year 6 or 11 is the root cause of some unethical behaviour.

- When a child leaves a school's roll due to elective home education, permanent exclusion or moves to Alternative Provision the school will be deemed accountable up to the end of the key stage the pupil was in.
- Behaviour systems and their implementation must recognise and respond to the need for more trauma-informed approaches for some children. These approaches must be fully funded.



ABOUT US

Origins

The Headteachers' Roundtable originated from a roundtable meeting on 12 October 2012 at The Guardian newspaper offices. It grew out of frustration regarding current government educational policy and the Opposition response to it. Its origins and subsequent growth are down to the power of Twitter as a tool for connecting people to try and bring about change where they feel it is needed.

Core Purpose

We are a non-party political headteachers' group operating as a think-tank, exploring policy issues from a range of perspectives. Our goal is to provide a vehicle for people working in the profession to influence national education policymakers so that education policy is centred upon what is best for the learning of all children.

Composition of the Core Headteachers' Roundtable Group

January 2019

Binks Neate-Evans – Executive Principal Evolution Academy Trust

Caroline Barlow – Headteacher, Heathfield Community College, East Sussex

Chris McShane – Founding Member, Headteacher Focus Learning Trust Wilton Campus

Dave Whitaker – Founding Member, Executive Principal, Springwell Special Academy & Springwell Alternative Academy and Director of Education (SEN & AP) Wellspring Academy Trust

Duncan Spalding – Executive Headteacher Aylsham Learning Federation

Helen Keenan – Headteacher, Brownhills School, Walsall

Helena Marsh – Principal, Linton Village College & Executive Principal, Chilford Hundred Education Trust

James Eldon – Principal, Manchester Academy

Jon Chaloner – Vice Chair – Founding Member, CEO of
GLF Schools

Keziah Featherstone – Headteacher, Q3 Academy,
Tipton

Nav Sanghara – Executive Headteacher, Inspire
Partnership, London

Rob Campbell – Founding Member, CEO, Morris
Education Trust, Cambridge

Ros McMullen – Founding Member

Ruth Whymark – Headteacher, The Vineyard School,
London

Sabrina Hobbs – Principal, Severndale Specialist
Academy, Shropshire

Stephen Tierney – Chair – CEO of BEBCMAT (Christ the
King, St. Cuthbert's & St. Mary's Catholic Academies)

Vic Goddard – Founding Member, Principal, Passmores
Academy, Harlow

Permanent Special Advisors to Headteachers' Roundtable

Professor Rebecca Allen – Founder of Education
Datalab & TeacherTapp

Lucy Crehan – Author of Cleverlands

Laura McInerney – Co-founder, TeacherTapp

Professor Sam Twistelton OBE – Director of Sheffield
Institute of Education

Tom Sherrington – Founding Member, Teacherhead
Consultancy, London

Raj Unsworth – Company Director, Charity Trustee, HR
Professional, Governance Geek



Headteachers' Roundtable

SUMMIT



FRIDAY 7 FEBRUARY 2020



WESTMINSTER, LONDON

SAVE THE DATE

Held in the aftermath of one of the most unpredictable General Elections for a generation; the summit will include keynote speeches from high-profile school leaders and public official, alongside in-depth and practical workshops which will incorporate invaluable takeaways for attendees to implement in their own institutions.

THE STRENGTH TO LEAD - THE PROFESSION'S ROARING 20S

Delegate tickets on SALE NOW. Save 25% with our early bird tickets. Book by end of 20 Dec, 2019. Agenda and speakers announcements will be published in December.



VISIT WWW.HTRT-THINKTANK.CO.UK FOR MORE INFO

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