

SCHOOLS WEEK

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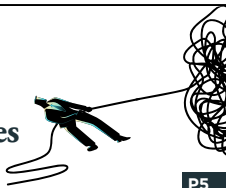
P20-23

Has Labour ruled out LA oversight of academies?



P4

Church trusts fall foul of related-party rules



P5

Why RSCs need to 'cool off' before new gigs



P17

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FRIDAY, MAR 1, 2019 | EDITION 168



Will the DfE protect heads on sex education?

Page 15

Half of trusts hike CEO pay

- Schools Week's annual investigation exposes bumper pay rises of up to £50k
- Huge salary gap with one boss on £521 per pupil, compared to £6 for another
- Full list of the country's highest-paid bosses revealed for the first time

INVESTIGATES

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P9

 **Headteachers' Roundtable**

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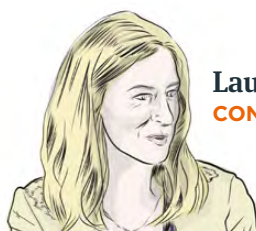
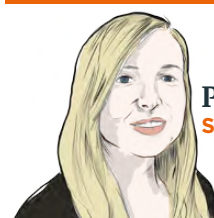
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SEE PAGE 22 FOR MORE INFO

SCHOOLS
WEEK

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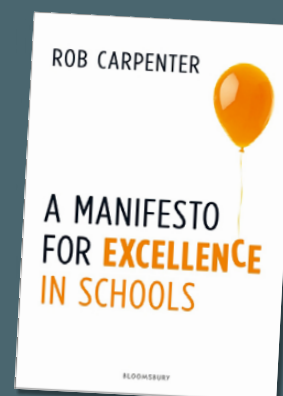
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The editor's top picks



CEO pay: 'I might as well have grown horns and a tail'

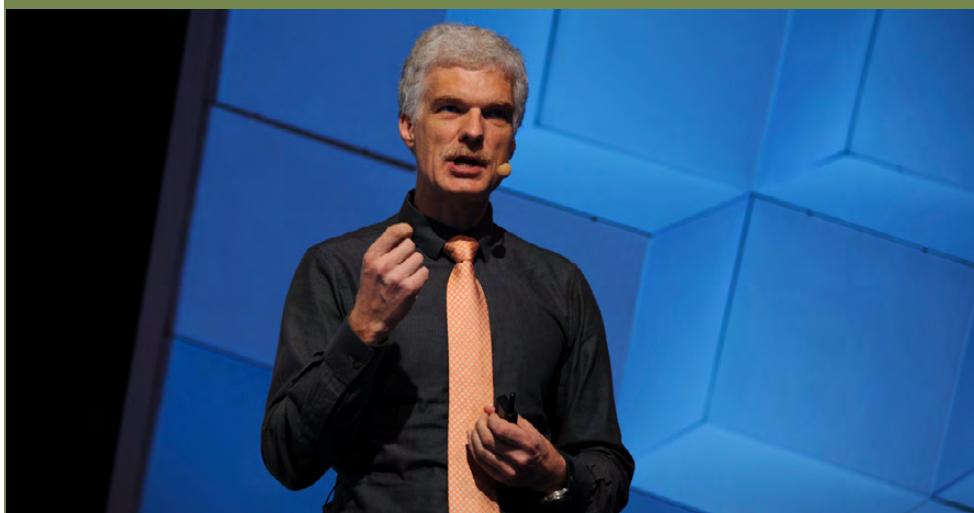
P28



**Book review:
A Manifesto for
Excellence in Schools**

P30

Get teachers involved in reforms, says OECD chief in exclusive interview



P18

Academies are here to stay (probably), says Labour

FREDDIE WHITTAKER

@FCDWHITTAKER

Returning to the past system of school accountability would be a "wasted opportunity", Labour has said, in the clearest sign yet the party would not return academies to local authorities.

A second consultation on the party's plans for a national education service was published this week.

Despite the consultation containing few further details about how such a service would work, it appears to quash speculation the party would return all academies to council oversight.

Speculation about what school structures would look like under a future Labour government have been rife since Angela Rayner (pictured), the shadow education secretary, told last year's party conference she would oversee a return of all state schools "back into the mainstream public sector, with a common rulebook and under local democratic control".

Although she pledged to allow councils to set up trusts and take back failing academies from their sponsors, she stopped short of promising to return responsibility for all academies – which now make up a third of all schools – to local councils, and has since faced questions about which bodies would have overall oversight in her new system.



In a consultation document entitled "local accountability in the national education service", the party's early years, education and skills policy commission warns that "in our haste to rectify the damage the Conservatives are doing to our education system, it could be tempting to simply return to what has been done in the past.

"But this would be a wasted opportunity," the document states.

The consultation, which is part of Labour's national policy forum process, gives away little about the party's vision for an education service.

Labour members and supporters are asked how they would "ensure education institutions retain appropriate levels of

autonomy and independence", and to say what role they think local authorities, combined authorities, metro mayors, local enterprise partnerships and regional schools commissioners should play.

But Jonathan Simons, a former government education adviser and now director at Public First, said: "Labour is doing an excellent balancing act – keeping both MAT chief executives and the various anti-academy groups happy with what they all assume Labour is going to do.

"But at some point soon, this studied ambiguity needs to end. Proper detailed policy work needs a year or so to be created, and then another year to be tested with the sector – and then a further six months at least to be discussed with civil servants ahead of an election. They need a slightly greater sense of urgency."

The National Education Service is a flagship policy of Jeremy Corbyn, the party's leader, and seeks to emulate the popularity and support enjoyed by the NHS.

The party has faced difficulties balancing the desires of its members and supporters in the union movement to see a return to the old system of town hall oversight of all schools with the realities of the current system.

In many areas, few secondary schools remain under local authority oversight, and councils would need substantial extra funding if their role were to increase.

EXCLUSIVE

PIPPA ALLEN-KINROSS | @PIPPA_AK

New £33k awards scheme for DfE finance staff

The government has been criticised for setting aside £33,000 for a new awards scheme for civil servants just as it warns teachers' pay rises should be capped at 2 per cent.

The "chief executive awards", which have been introduced by Eileen Milner, the head of the Education and Skills Funding Agency (ESFA), rewards winning employees with £500 each.

The agency has set aside £33,000 from its "existing awards budget" to fund the prize, but would not say how much money was allocated in total to that awards budget.

The awards are in addition to current schemes and have not replaced any other

systems or processes.

A spokesperson for the Department for Education said the awards were "directed at all ESFA staff to reward colleagues whose actions demonstrate initiative and have significant impact in relation to departmental priorities and ways of working".

But Geoff Barton, the general secretary of the Association of School and College Leaders, said: "It is not a good time to be spending money on this awards scheme, given that the education secretary has just suggested the pay settlement to teachers should be capped at a miserly 2 per cent and that it should be paid out of school budgets, which are under immense

pressure and cannot afford further unfunded costs."

Minutes from an ESFA management board meeting in January say the new "rewards system" had "received positive engagement and is reaching more staff".

Peter Lauener, the ESFA's former chief executive, was given a bonus of between £20,000 and £25,000 when he left the agency in November last year. Six other bonuses of between £5,000 and £10,000 were also paid to senior staff.

Ofsted has also come under fire for last year awarding senior staff bonuses totalling £75,000.

Church schools hit by related-party transaction rules

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

Trusts with church schools face having to disclose minor transactions such as lending minibuses to each other under new government rules.

From next month, trusts will have to declare to the Education and Skills Funding Agency all payments they make to related parties in advance, with payments exceeding £20,000 needing government approval.

Some trusts have paid millions to companies connected to their bosses, leading MPs to warn the current rules are "too weak".

But *Schools Week* can reveal that with just weeks to go before the new system is implemented, government officials are still at loggerheads with academy bosses over a quirk that could hit hundreds of church schools.

Diocesan boards of education must be a member of any trust in their patch that has a Church of England school. It means that all trusts with CofE schools in the same diocese will be classed as related parties – and will have to declare any transactions.

Anne Davey, the chief executive of the Oxford Diocesan Schools Trust, has warned she will now have to declare tiny transactions, such as buying hot lunches off another trust, borrowing a school hall or sharing a minibus.

And if the combined transactions with the same trust exceed £20,000 – which will easily be exceeded if staff are shared – prior approval will have to be sought for every transaction.

Last July the government admitted there were "nuances to address", but these have yet to be resolved.

In a letter to Sir David Carter, the then national schools commissioner, Davey said the new rules would make it "difficult or impossible for schools and trusts to offer support to each other, if they contain CofE schools".



Thirty-six per cent of Oxfordshire schools are Church of England, and 16 trusts share the diocesan board of education as a member, making them all related parties.

As a result, "the multiplicity of diocesan transactions, however tiny, will need to be separately notified in advance", she said.

Related-party transactions are currently declared retrospectively in trust accounts and are picked out by accountants who tend to focus on large transactions.

Davey said the declarations, combined with potentially having to wait for approval, would be "so burdensome the activities [between trusts] will cease to exist".

It would force trusts towards using private companies at "worse value for the public purse".

A CofE spokesperson said it was "disappointing" the new rules would "impact on wholly legitimate arrangements" between schools.

They said they were in talks with the government to "find ways to minimise this impact".

An academy leader, who did not want to be named, added: "This is a sledgehammer approach from the department. What it's done is create something that is much more all-encompassing than it was meant to be, which will loop in some perfectly

legitimate stuff.

"The DfE needs to pull its finger out and explain all this. Also, will its monstrous IT system be able to handle everything?"

The DfE refused to say how many people would staff the related-party transactions team, or how long each transaction would take to be approved.

But there are more than 900 CofE academies, which means that slow response times could have a huge impact. There were 2,399 related-party transactions in 2016-17.

Such transactions are controversial, with companies owned by senior staff at some trusts paid millions of pounds.

But Stephen Tierney, chair of the Headteachers' Roundtable and chief executive of the Blessed Edward Bamber Catholic Multi-Academy Trust, said that while the changes might be bureaucratic, there was an "openness and transparency that should be welcomed. It's part and parcel of working with public money."

However, Julia Harnden, a funding specialist at the Association of School and College Leaders, said the issue with church schools required "appropriate revisions" of the new rules.

A DfE spokesperson said it was "working closely with church groups" and guidance was being developed to accompany the new system.

Critics question winning bid for new music curriculum

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

The Department for Education has refused to say how many bids it received for a contract to write a new model music curriculum after the tender was awarded to an exam board with no classroom teaching expertise.

Music teachers and academics are unhappy that the ABRSM, the exam board of the Royal Schools of Music, has been chosen to draw up the new non-statutory curriculum with the help of a panel of industry experts.

It was announced as the winner via a tweet by Nick Gibb, the schools minister. He has previously lavished praise on the exam board, which mainly focuses on classical music.

Ministers are hoping the new curriculum will help to improve the uptake of music at GCSE, which has declined by more than 15 per cent since 2016.

Critics say that the ABRSM, which predominantly awards instrumental music grades and has no involvement in school music lessons, is an inappropriate choice. They have questioned the competitiveness of the selection process.

The DfE ran the procurement in accordance with government rules, which allow for selective tendering for requirements valued below £20,000.

But it would not say how many other bids



it received, nor how much money the ABRSM would receive, although it is thought to be less than £10,000. No details of the tender have been published online.

In November 2015, Gibb expressed his support for the ABRSM's "classical hundred" initiative in an article for The Daily Telegraph. In a speech the following March, he spoke of his love for choral music and spoke of his "delight" at the ABRSM's "classical 100" app.

In February 2017 he promoted the app again, saying in a speech that he was "keen for primary schools to become involved" with the programme.

And last October, Gibb personally presented a school in north London with a piano won through a competition run by the ABRSM.

Last month, ministers were criticised after it emerged that just three of the 14-strong panel set up to support the development of the model music curriculum were serving school leaders. However, Michael Elliott, the ABRSM's chief executive, was a member.

Industry leaders have also questioned the need for a non-statutory model curriculum when the new national curriculum for music was only published six years ago.

Dr Ally Daubney, a former head of music who is now a senior teaching fellow in education at the University of Sussex, said ABRSM had "no experience of school curriculum", yet had been placed in charge of "what is supposedly an important process".

Anna Gower, a music teacher and education consultant, also questioned the "short turnaround" planned for the curriculum, which is expected to be released this summer.

"This feels like the timing has been planned. It feels like it was always a done deal."

A DfE spokesperson said the ABRSM was contracted "following a competitive procurement process, involving a number of organisations with music expertise".

"They will take direction from an independent expert advisory", they added. The ABRSM did not respond to a request for comment.

FREDDIE WHITTAKER | @FCDWHITTAKER

Ofsted defends its choice of experts

Ofsted has admitted it did not run a formal recruitment process for its new subject curriculum groups because it would have been "overly-bureaucratic".

The names of educationists on the five groups – English, maths, history, modern foreign languages and science – were revealed this week by the investigative news website Education Uncovered.

They will help Ofsted to "learn about and be better placed to engage in the ongoing debate about subject-specific curriculums in schools across England".

But Sean Harford was forced to defend the

groups after criticism they were dominated by traditionalists.

Some of those named have also sat on various Department for Education working groups – raising concerns over a lack of independence between the organisations. Four of the five members of Ofsted's MFL group took part in a DfE review of languages in 2016.

Prominent names include Ian Bauckham, who has advised the government on various areas, and Christine Counsell, who until recently worked for Inspiration Trust, founded by Lord Agnew, the academies minister.

But Harford claimed Ofsted recruited members "who we feel have the subject-specific curriculum expertise to help us think through the issues at hand".

In a blog published on Tuesday, he said: "Given the range of subject areas we wish to ultimately consider, we felt it impractical, financially unfeasible and overly-bureaucratic to have such a formal recruitment process for each group.

"They are not decision-making groups. It's up to Ofsted, as the independent inspectorate, to decide on next steps and how we might use the groups' advice."

News

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Legal costs put trust off challenging Ofsted decision

PIPPA ALLEN-KINROSS

@PIPPA_AK

Inspiration Trust has claimed that Ofsted inspectors "don't understand the data" after one of its primary schools was placed in special measures.

An Ofsted report of Great Yarmouth Primary Academy, published yesterday, criticised behaviour, leadership, teaching, attainment and the "high" frequency of fixed-term exclusions.

The school was the first taken over by the trust, founded by Lord Agnew, the academies minister, and had been rated good at its last inspection in 2014.

Dame Rachel de Souza, Inspiration's chief executive, claimed the findings were "wrong in fact and law".

The trust sought legal advice about challenging the report and was told there was a "case to argue", she said.

But a legal challenge would cost about £100,000, which the trust was "not prepared to divert from frontline teaching.

"Instead, we will continue to fight this seriously flawed report through Ofsted's internal procedures – and focus the trust's resources on helping our pupils and supporting our recently joined new principal and the dedicated staff at Great Yarmouth Primary Academy."

However, she said the trust was "forced to raise a formal complaint about inspectors' attitude to safeguarding during their visit". The team "made mistakes from the very beginning.

"As a trust, we have seen some really good Ofsted inspectors offering astute, professional challenge to schools, and it is right they keep us on our toes.

"We have sadly also seen inspectors who don't understand the data, and seem to walk through the doors determined to reach a particular judgment come what may."

This is not the first time Inspiration has

criticised Ofsted. In May *Schools Week* reported that the trust received a softened report after it complained about a damning inspection of Cobholm Primary Academy in Great Yarmouth. The watchdog subsequently came back after just four months, rating the school "requires improvement".

Last year, Inspiration appointed eight subject specialists to develop its own "knowledge-led" curriculum and launched a specialist curriculum centre.

However, although Ofsted described the curriculum as "coherent, well-planned and based on worthy intent", inspectors said teachers at Great Yarmouth Primary Academy were "not well trained to deliver the curriculum. They frequently lack the expertise to ensure pupils make adequate progress."

The new maths curriculum, for instance, was "not well understood by teachers", Ofsted found. "This is evident when teachers read from a given script and pass over tasks they do not understand."

Inspiration said it had spent £2 million on development, resources and training for its new curriculum.

But inspectors found: "Any improvements to teaching, learning and assessment to implement the curriculum have been insufficient to improve the standard of education in key stage 1 and key stage 2."

Leaders have also not "demonstrated their capacity to improve the school" and were "unrealistically generous" in their evaluation of the school's effectiveness.

The report also found that "fixed-term exclusions are high and not reducing". Five pupils were excluded for "all or part of the inspection", with 141 days in school missed due to fixed-term exclusions in the previous academic year.

Amanda Spielman, Ofsted's chief inspector, said in January that there has been an increase in legal challenges against its judgments.

Hold schools responsible for gangs - Longfield

PIPPA ALLEN-KINROSS

@PIPPA_AK

Schools should be "held responsible" for excluded pupils, says the children's commissioner for England, as figures show gang members are five times more likely to have been excluded.

A new report from Anne Longfield estimates 27,000 children in the country identify as gang members and warns of "extensive evidence linking school exclusions with gang involvement".

It also warns some alternative provision has become "gang-grooming ground", and repeats a Local Government Association claim that pupil referral units (PRUs) were "viewed as the place where already vulnerable young people get first-hand exposure to and experience of crime".

The report, published on Thursday, urged the government to set out "clear expectations" for all organisations who work with children, including schools, on their role in countering child criminal exploitation.

It said the Department for Education should respond to the forthcoming exclusions review "by ensuring schools realise the safeguarding implications of excluding children, and are held responsible for these".

Schools Week revealed last month that Edward Timpson's review of exclusions will say the results of excluded pupils should count towards the league table position of their former school. It is also expected to say schools should be responsible for commissioning "high-quality and safe alternative provision".

Longfield's report said children in gangs were 55 per cent more likely to have moved school mid-year in the year before their assessment by children's services, and five times more likely to have been permanently excluded in the previous academic year.

Although involvement in gangs often prompted exclusion, it was "equally important to recognise that the act of excluding a child in itself makes that child more vulnerable to gang violence".

Steve Howell, headteacher of the City of Birmingham School PRU, said the findings have "somehow become, wrongly, a stick with which to beat pupil referral units".

He said many pupils that moved to the units were "already embroiled in the gang world, some have anger issues and many are already involved with the criminal justice system".

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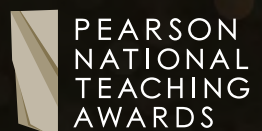


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Investigation

The highs (and the occasional lows) of academy trust CEO pay

Academy chief executives are often paid far more than they might once have earned as the headteacher of a state school.

How do the trusts justify these salaries? And are these new leaders in education worth the cost?

Jess Staufenberg investigates

JESS STAUFENBERG

@STAUFENBERGJ

Nearly half of the academy trusts ordered by the government to justify high salaries paid their chief executives more last year.

Three paid their leaders an extra £40,000 or more, with another handing out a £26,000 bonus – despite the trust shedding schools.

Just one in seven paid their chief executives less last year, although 74 kept their pay stable.

We found huge variations when we looked at 213 trusts, with one chief executive paid the equivalent of £6 per pupil, while another was paid more than £500.

Schools Week has also established a list of the highest paid academy chiefs, with 23 now earning more than £200,000.

Lord Agnew, the academies minister, has declared war on high chief executive salaries. The government is now being urged to also focus on the “burgeoning cost” of senior leadership teams (SLTs) that one trust leader says are “growing by stealth”.

Eleven staff in the Harris Federation, for instance, are paid more than £150,000. The second highest-paid senior leader – behind Dan Moynihan, the chief executive, who earns £440,000 a year – was paid at least £290,000.

That makes the postholder the second-highest paid academy employee, and above every other CEO, in the country. But no



senior leader, apart from Moynihan, has been named in Harris' annual accounts.

Paul Whiteman, the general secretary of the National Association of Head Teachers, called for the government to set pay scales for chief executives and other senior leaders.

“That would alleviate some of the chaos of the current arrangements, which don't do anything for the good name of many multi-academy trusts,” he said.

Emma Knights, the chief executive of the National Governance Association, called for trustee boards to “think more carefully about benchmarking” and to consider a pay cap on chief executive pay “so we don't get a race to the top”.

Three trusts bump-up chief executive pay by £40,000 or more

Last year the Education and Skills Funding Agency (ESFA) wrote to 213 trusts asking them to justify the high pay of their senior

leaders as shown in either their 2015-16 or 2016-17 accounts.

This is believed to have encompassed trusts with staff paid £150,000 or more, or where two or more salaries were more than £100,000.

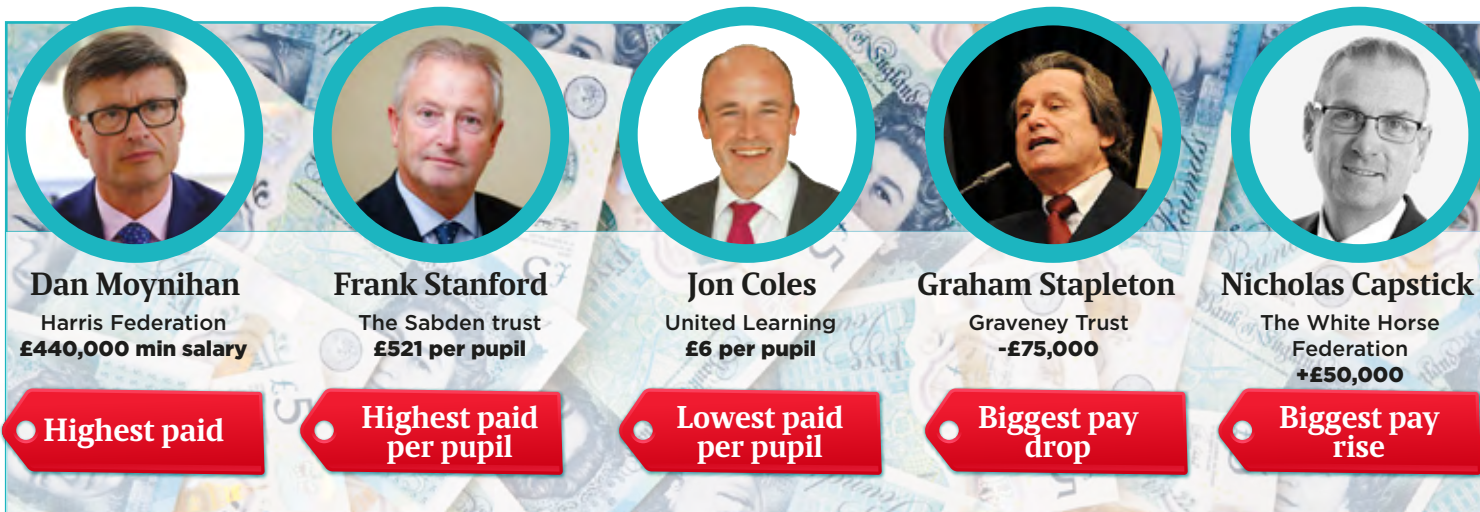
Schools Week could not find published accounts for eight of the trusts, with three having since closed.

But of the remaining 202, we found 98 bosses got a heftier remuneration package, their total pay excluding pension, last year.

Our analysis shows that Nicholas Capstick, the chief executive of the White Horse Federation, which had 29 schools, got the largest rise when his pay went up £50,000.

Accounts show his pay increased from a minimum of £145,000 in 2016-17, to £195,000 last year. The trust said the CEO salary was reviewed by trustees using

Continued on next page



Investigation

guidance produced by the Association of School and College Leaders.

The trust adopted the senior civil service pay range of band 3 (£106,000 - £208,100). The trust said the final salary was then determined by considering public accountability, challenges of the post, the growth of the TWHF from 18 to 32 schools, and market forces.

A spokesperson added "the trustees considered it appropriate to reset the pay range".

Rob Tarn, the chief executive of the Northern Education Trust, which had 20 schools last year, was paid £183,000, £40,000 more than his predecessor Ian Kershaw in 2016-17.

A spokesperson for the trust said the terms and conditions of employment last year were "different to those offered" the previous year "in order to attract an experienced educationist". The previous year's figures were also pro-rata for the number of actual weeks worked.

Simon Beamish, the chief executive of the Leigh Academies Trust, moved from £180,000 to a £220,000 minimum salary.

A spokesperson for the trust said the number of pupils at the trust had risen by more than 300 per cent, "while the CEO's salary has grown at a significantly lower

"One chief executive was paid the equivalent of £6 a pupil; another £500"

rate, meaning his salary is proportionally less than half of what it was when he was appointed".

But Mary Bousted, joint general secretary of the National Education Union, said the rises showed "how utterly feeble the government's powers are" to curb excessive salaries.

Classroom teachers and middle managers also "do not feel happy" about watching chief executive pay "continue to rise while they work long hours to improve schools for much less pay".

At least four trusts cut their leaders' pay by £40,000 or more.

Graham Stapleton, the chief executive of the Graveney Trust, which ran two schools in south London, was paid a salary of £90,000 last year, down from £165,000

in 2016-17. He would not confirm further details.

The highest-paid bosses

Meanwhile, 23 trusts paid their chief executives more than £200,000 a year – led by Dan Moynihan on a minimum of £440,000 at the 43-school Harris Federation.

Julian Drinkall, the chief executive of the Academies Enterprise Trust (AET), was paid a £26,000 bonus last year on top of his £264,000 salary. AET, the country's largest trust with 64 schools, lost two academies last year as part of a turnaround plan agreed with the Department for Education.

A spokesperson for AET said the bonus reflected the "total transformation" of the trust. Drinkall hit all his targets, including the removal of a financial notice.

However, of the 20 highest-paid trust bosses, only seven were responsible for 20 or more schools. Three ran just one school each.

Accounts for the Telford City Technology trust show the highest-paid employee was on a minimum salary of £270,000. The single-school trust runs the Thomas Telford School in Shropshire.

The head, Sir Kevin Satchwell, is also chief executive of the teaching school. The trust did not respond to a request for comment.

TOP 20 HIGHEST PAID

CHIEF EXECUTIVE	TRUST	MINIMUM TOTAL PAY 2017-18	MINIMUM TOTAL PAY 2016-17	DIFFERENCE	NUMBER OF PUPILS	PAY PER PUPIL £	NO OF SCHOOLS
Dan Moynihan	Harris Federation	£440,000	£440,000	£0	32,749	13	43
Julian Drinkall	Academies Enterprise Trust	£290,000	£264,000	£26,000	34,825	8	63
Kevin Satchwell	Telford City Technology College	£270,000	£270,000	£0	1,345	201	1
John Tomasevic	Nova Education Trust	£260,001	£260,001	£0	6,933	38	13
Colin Hall	Holland Park	£260,000	£245,000	£15,000	1,364	191	1
Lois Reed	Transforming Lives Educational Trust	£250,000	£270,000	–£20,000	1,966	127	2
Jon Coles*	United Learning Trust	£240,000	£240,000	£0	40,000	6	51
Lucy Heller*	ARK Schools	£236,601	£237,493	–£892	26,000	9	38
Steve Lancashire	Reach2 Academy Trust	£230,000	£240,000	–£10,000	16,938	14	55
Adrian Reed	The Boston Witham Academies Federation	£230,000	£220,000	£10,000	3,074	75	8
Andy Goulty	The Rodillian Multi Academy Trust	£225,000	£220,000	£5,000	3,268	69	4
Simon Beamish	Leigh Academies Trust	£220,000	£180,000	£40,000	12,000	18	17
Hamid Patel	Star Academies	£220,000	£210,000	£10,000	12,127	18	23
Dayo Olukoshi	Brampton Manor Trust	£220,000	£200,000	£20,000	4,355	51	2
Patricia Davies	The Silver Birch Academy	£220,000	£210,000	£10,000	1,761	125	4
John Murphy	Oasis Community Learning	£210,001	£200,001	£10,000	28,000	8	51
Steve Kenning	Aspirations Academies Trust	£210,000	£205,000	£5,000	7,001	30	14
John Townsley	The Gorse Academies Trust	£210,000	£200,000	£10,000	7,054	30	10
Roger Leighton	Partnership Learning	£210,000	£210,000	£0	7,462	28	11
Steve Morrison	The Kingsdale Foundation	£210,000	£210,000	£0	1,900	111	1

See the nerd box on page 12

Continued on next page

Investigation

Meanwhile *Schools Week* reported in January that Colin Hall, the head of Holland Park school in west London, was paid a minimum of £260,000.

Our analysis also shows a small gender gap. Of the 33 trusts that have 15 schools or more, just five are headed by women. Their average pay worked out at £176,320, compared with £185,227 across the men.

Academy boss paid more than £500 for each pupil

Our analysis also shows huge variation in pay according to pupil numbers – although a head of a special school trust has warned this may not be a fair measure for the sector.

Frank Stanford, chief executive officer of the Sabden Multi Academy trust in East Sussex, was the highest paid per pupil. His £165,000 minimum pay worked out at £521 per pupil.

The trust runs three special educational needs schools and one alternative provision school with a combined roll of 317 according to the January 2018 census. The trust did not respond to a request for comment.

Elaine Colquhoun, the executive principal of the Whitefield trust, warned the per-pupil measure was unfair on trusts with special schools as they had smaller rolls but

educated pupils with profoundly complex needs.

Her £140,000 minimum salary worked out at £303 per pupil – the third-highest in our analysis.

Colquhoun said government officials had also acknowledged that “just using our raw pupil numbers to judge the complexity of the job failed to paint an accurate picture”.

One of the trust’s two schools operates as three schools, primary, secondary and one for pupils with multiple learning disabilities.

Seamus Oates, the chief executive of the TBAP alternative provision trust in London, was paid £281 per pupil. The accounts show he also got a £30,000 pay rise to a minimum of £195,000 salary last year.

The trust was issued a financial notice to improve at the end of the year after it racked up a £2.4 million deficit because of a “systemic” failure in financial oversight. *Schools Week* revealed in February that Oates has since taken a salary cut of at least £45,000.

How does pay compare to other sectors?

Government guidance for paying chief executives in the NHS says that bosses of small acute trusts handling a turnover of up to £200 million should have a median pay

of £167,500, which should not be exceeded “without a strong and exceptional case”.

Meanwhile chief executives of medium-sized NHS acute trusts, handling a £200 to £400 million turnover, have a median pay of £182,500.

The ten biggest academy trusts in the country handle incomes of between £93.9 million at David Ross, up to £283.9 million at AET. However, the median pay of bosses at these trusts last year was £220,000.

Smaller trusts also come out much worse. For instance, the Telford City Technology Trust had a total income of just £10 million, yet its boss was paid at least £270,000.

But the actual pay last year for NHS bosses was £176,000 for women and £183,000 for men, according to the Health Service Journal.

The average pay across the 202 academy trusts analysed by *Schools Week* was less, at just £153,724.

Data from the trade magazine *Inside Housing* shows the average pay for chief executives of housing associations, not-for-profit organisations offering social housing, was £166,205 in 2017.

The best-paid housing association boss was on more than £579,000, higher than Moynihan’s £440,000.

But teaching union bosses also command

CEO PAY PER PUPIL

CEO (OR HIGHEST-PAID EMPLOYEE)	TRUST	MINIMUM TOTAL PAY 2017-18	MINIMUM TOTAL PAY 2016-17	PAY CHANGE	PUPIL NUMBERS 17-18	PAY PER PUPIL £	NO OF SCHOOLS
Frank Stanford	The Sabden Multi Academy Trust	£165,000	£155,000	£10,000	317	521	4
Emma Loveland	The Watford UTC	£90,000	£100,000	–£10,000	181	497	1
Elaine Colquhoun	Whitefield Academy Trust	£140,001	£135,001	£5,000	462	303	2
Seamus Oates	TBAP Trust	£195,000	£165,000	£30,000	693	281	11
Bozena Laraway	St Helen’s Catholic Junior School Academy	£100,000	£140,000	–£40,000	364	275	1
Kevin Satchwell	Telford City Technology College	£270,000	£270,000	£0	1,345	201	1
Colin Hall	Holland Park	£260,000	£245,000	£15,000	1,364	191	1
*Unverifiable	Durand Academy Trust	£100,000	£140,000	–£40,000	825	121	1
Jacqueline Valin	Southfields Academy	£185,000	£180,000	£5,000	1,147	161	1
Sue Pryor	Swakeley’s School for Girls	£180,000	£180,000	£0	1,135	159	1
Mary Boyle	Knole Academy Trust	£205,000	£210,000	–£5,000	1,308	157	1
Keith Whittlestone	Joseph Leckie Academy Trust	£195,000	£185,000	£10,000	1,313	149	1
Simon Barber	Carshalton Boys Sports College	£190,000	£190,000	£0	1,290	147	1
Nicola Davis	Amethyst Academies Trust	£110,000	£105,000	£5,000	800	138	1
Peter Box	The Herefordshire Marches Federation of Academies	£120,000	£110,000	£10,000	893	134	3
Lois Reed	Transforming Lives Educational Trust	£250,000	£270,000	–£20,000	1,966	127	2
Kevin Prunty	Cranford Community College	£180,000	£180,000	£0	1,438	125	1
Peter Haylock	The Fulham College Academy Trust	£125,000	£125,000	£0	1,025	122	2
Peter Bell	Community Inclusive Trust	£150,000	£145,000	£5,000	1,250	120	9
David Gurney	Cockburn Multi Academy Trust	£150,000	£150,000	£0	2,202	68	2

See the nerd box on page 12

Continued on next page



Investigation

large salaries. According to full accounts from year-end 2017, the highest paid general secretary, Paul Whiteman at NAHT, got a gross salary of £161,672.

Geoff Barton, the general secretary of the Association of School and College Leaders, said academy trust chief executive pay should "rightly be commensurate with the level of complexity involved" in running a trust.

But he added: "They must be able to show the pay represents good value for money and directly benefits pupils."

Some chief executives aren't as highly-paid as LA heads

Our analysis shows that headteachers or executive heads in eight London boroughs earned £150,000 or more – some for running one school.

Aydin Onac, who has since resigned as headteacher of St Olave's grammar school in Bromley, southeast London, was paid at least £195,000 in the 2017-18 financial year. An inquiry found the school had acted illegally after forcing out pupils unlikely to achieve high grades in their A-levels.

The next highest paid was Sir Craig

Tunstall, the former executive head of the Gipsy Hill Federation in south London. He got £184,244 last year, although he had been suspended by Lambeth council. He was paid £366,983 in 2016-17.

Tony Hartney, the chief executive of the Gladesmore community school in Haringey, northeast London, was paid £178,000, including fees and allowances last year.

His pay rose by £39,151 from 2016-17 after taking "additional responsibility as acting head of another school", accounts said.

Highly paid senior leadership teams 'growing by stealth'

Chief executives are not the only well-paid academy staff.

Eleven people at Harris were paid more than £150,000, with the second highest on at least £290,000. Five people were paid more than £200,000. The trust's accounts don't name these senior leaders, and the trust refused to comment on whether it would provide their names.

Analysis by Education Uncovered, the education news website, based on accounts for the 20 largest trusts, show there were 41 people paid at least £150,000 in 2017-18.

Sir Steve Lancashire, the chief executive of REAch2, has raised the alarm over the "burgeoning costs" of these teams, which he said are "growing seemingly by stealth".

Lancashire, who is paid at least £230,000, added "as many pounds as possible" should return to the classroom and his trust wanted to keep their senior team "lean".

REAch2, which ran 55 schools last year, has just one other senior leader paid over £150,000.

NERD BOX

A few words on how we handled all the data on executive pay at over 200 trusts.

The pay column refers to the total remuneration as shown in the academy trust's accounts, which can include things like bonuses and severance pay.

It's often presented as a salary bracket, so we have used the minimum pay level. Where someone is starred in our tables, it means we've included their exact salary.

To work out per-pupil pay, we divided their minimum remuneration by the total number of pupils on roll, as published in accounts.

If this figure wasn't in accounts, we used the January 2018 census figures online, or used stats from the trust's website.

Opinion: Sir Steve Lancashire, page 29

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News: RSE reforms

Everything you want to know about sex (education), but were afraid to ask

The government has finally published the first new guidance on relationships and sex education for 19 years. From 2020, relationships, sex and health education will be compulsory in all secondary schools, while all primaries will have to teach relationships and health education.

Freddie Whittaker has rounded-up the key things schools need to know



1 What schools MUST do

Although a lot of the guidance covers what schools SHOULD teach to pupils at different stages, when and how those issues are taught will be left to heads and teachers.

However, there are a few things that schools MUST do to be compliant with the law.

First, they must have a **written policy on how they plan to teach relationships and sex education**, and consult parents when developing and reviewing that policy. They must also make copies available to anyone who wants one, and put it on their websites.

Schools must also **take into account the religious background of all pupils when planning their teaching**. They must also ensure they comply with equalities legislation, make the subjects accessible for all pupils and must not discriminate against anyone on the basis of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation.

Schools must also **ensure teaching and materials are “appropriate to the age and background of their pupils”**, and that while teaching about sex, sexuality, sexual health and gender identity, they recognise that young people “may be discovering or understanding their sexual orientation or gender identity”.

3 Guidance strengthened over LGBT relationships teaching

The government has strengthened its guidance on teaching about LGBT issues slightly, insisting that it “expects” all pupils to have been taught LGBT content “at a timely point” during relationships and

sex education. The draft guidance issued last year simply said that the Department for Education “recommends that it is integral throughout the programmes of study”.

However, ministers have sought to clarify that it will be up to schools when they teach such content. It will only be taught “at the point at which schools consider it appropriate”, the updated guidance says.

LGBT content was included in the draft guidance after years of lobbying by charities and campaign groups fearful that schools were falling to prepare young people for the world around them.

But the move angered religious and conservative groups, which have demanded the right to opt their children out of the lessons.

In teaching about LGBT issues, schools should ensure all teaching is “sensitive and age-appropriate in approach and content”. The content should also be “fully integrated” into schools’ programmes of study for this area of the curriculum “rather than delivered as a standalone unit or lesson”.

2 Heads have the final say on requests to withdraw pupils from lessons

As reported by Schools Week last year, parents will have the right to request that their child is withdrawn from “some or all” of their sex education at secondary school, but the final decision will lie with headteachers.

Heads are encouraged to grant such requests “except in exceptional circumstances”, and should discuss parents’ wishes with them before making a decision.

However, as Schools Week revealed in 2017, once a child is three terms away from their 16th birthday, the age of consent, they can choose to opt back in to sex education.

At primary level, sex education is optional, so heads “will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum”.

There is no right for withdrawal from any part of relationships or health education.

4 Schools allowed to tailor content for SEND pupils

The new guidance explains that in special schools and for some SEND pupils in mainstream schools, there “may be a need” to tailor content and teaching to “meet the specific needs of pupils at different developmental stages”.

The government has also added a clarification on how schools should process requests to withdraw SEND pupils from sex education, setting out that there may be “exceptional circumstances” where the head may want to take “a pupil’s specific needs arising from their SEND” into account

when ruling on such a request.

The approach outlined above “should be reflected in the school’s policy on RSE”, the guidance says.



News: RSE reforms

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Heads want guidance on 'exceptional circumstances'

FREDDIE WHITTAKER
@FCDWHITTAKER

Headteachers will be left in the "invidious position" of deciding whether they have grounds to refuse parents' requests to withdraw their children from new sex education lessons.

School leaders' unions have called for clarity after the new guidance confirmed that schools will be allowed to turn down such requests in "exceptional circumstances".

But the Department for Education told *Schools Week* it would not issue a list or definition of what constituted "exceptional circumstances".

Officials are believed to be worried that heads would use such a list definitively. Instead, it will be left up to school leaders to trust their own judgments – leaving them open to criticism from critics and supporters of the reforms.

Anna Cole, the parliamentary and inclusion specialist at the Association of School and College Leaders (ASCL), said her organisation was concerned "exceptional circumstances" was "too vague and leaves schools in an invidious position".



EXCLUSIVE

Under the current system, parents have an automatic right to withdraw their children from sex education.

Under the new regime, due to be introduced in September next year, parents will have the right to request withdrawal until three terms before their child's 16th birthday, and headteachers will be expected to accept their wishes unless they have a good reason.

Cole said that while ASCL did not want a right to withdrawal from sex education lessons, schools now needed "absolute clarity in what they need to consider in any decision to go against the wishes of parents".

School leaders can face significant pressure over relationships and sex

education.

Last month, Andrew Moffat, an assistant headteacher at Parkfield Community School in Birmingham, revealed he had received abuse from parents for teaching about LGBT issues. Some parents campaigned outside his school and accused Moffat, who is gay, of promoting "personal beliefs".

Damian Hinds, the education secretary, has already come under pressure from MPs to clarify exactly when a school would be allowed to refuse withdrawal requests. Conservative politicians and some faith groups are worried that the new guidance gives schools too much power.

During a debate on Monday, Hinds ducked questions

about what might constitute "exceptional circumstances".

"It is difficult to codify exactly what those exceptional circumstances could be – by definition, because they are exceptional – but the guidance sets out how headteachers should go about discussing these matters with parents."

Headteachers' groups are broadly supportive of the government's new relationships, sex and health education guidance.

Sarah Hannafin, a policy adviser to the National Association of Head Teachers, said refusals by heads would likely be "very rare and very individualised". It therefore would be "impossible" to list examples of exceptional circumstances.

But she added: "More detailed practical advice and guidance to support schools in dealing with requests for withdrawal, separate from the statutory guidance, would be beneficial. Such guidance might be able to provide case study examples."

Schools Week asked the Department for Education if it would back headteachers if they refused parents' requests, but received no answer.

Faith schools get an opt-out

FREDDIE WHITTAKER | @FCDWHITTAKER

New relationships and sex education guidance could give faith schools leeway to ignore certain issues.

The guidance permits faith schools to "teach the distinctive faith perspective on relationships, and balanced debate may take place about issues that are seen as contentious". All schools may also "teach about faith perspectives".

It falls short of mandating the teaching of LGBT content at particular stages, stating that schools are only "expected" to teach it "at a timely point".

The Rev Stephen Terry, who chairs the Accord Coalition, a multi-faith group that campaigns for inclusive education, said the guidance "falls

short of requiring schools to actively promote the acceptance of LGBT people". While Dr Ruth Wareham, from Humanists UK, said she was "particularly concerned about the carve-outs for faith schools that make it easier for them to refuse to teach vital elements of RSE".

Stephen Evans, from the National Secular Society, said: "We remain concerned that faith schools will be given far too much leeway to teach these subjects in accordance with their faith, distorting the subject and providing a disservice to their pupils."

However, the Rev Nigel Genders, from the Church of England, welcomed the "stronger impetus placed on teaching faith perspectives.

"If adopted, these guidelines will equip

schools and teachers to help children and young people gain the skills and knowledge to understand and value one another within a pluralistic society."

But Damian Hinds, the education secretary, said faith was a protected characteristic so it was "right that we acknowledge that and absolutely have due respect for it".

"We get criticism from both sides – from groups who think this is too liberal and from groups who think it is too restrictive. The job of the government is to try to get a good balance that respects that."

Profile, Ian Bauckham, page 23

News: SEND

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Schools 'unable' to cater for rise in SEND pupils

PIPPA ALLEN-KINROSS

@PIPPA_AK

Funding pressures may leave mainstream schools unable to support special needs pupils as the population bulge hits the secondary sector, experts say.

Government projections suggest the number of year 7 to 11 pupils in state secondary schools will increase 15 per cent (an extra 427,000 pupils) between 2018 and 2027.

Analysis by FFT Education Datalab found that if the current proportion of pupils with an EHCP remains at about 3.6 per cent, this equates to about 15,000 more pupils with special needs.

The proportion of pupils with EHCPs in mainstream secondaries has been decreasing since 2007 as the number attending special schools has increased.

The Department for Education (DfE) anticipates 9,000 of the additional pupils

with EHCPs will attend special schools, which Education Datalab says is equivalent to almost 80 more special schools. On average each special school has 117 pupils.

Many of the remaining 6,000 would attend mainstream schools or other settings, such as independent schools or alternative provision.

Dave Thomson, the chief statistician at Education Datalab who carried out the research, said: "It's whether the mainstream system is geared up for it, both in terms of the resources it has available and the funding it has available."

Julia Harnden, a funding specialist at the Association of School and College Leaders, said schools and councils were already struggling to support SEND pupils "who are currently in their care, let alone any large increase in the number requiring support in the future.

"The level of government funding is not remotely enough to meet the level of need."

There are concerns that schools may not be identifying pupils that require SEND assessments to avoid the £6,000 cost of providing extra support. That £6,000 is then topped up by councils.

On Tuesday Anne Milton, the schools minister, told the Commons that the DfE was now "looking at some of the perverse incentives" created by the £6,000 payment.

In December the department announced that councils would receive an extra £350 million to support SEND pupils, but local authorities said this was not enough.

The cap on the number of special free school bids was also lifted that month, with 34 due to open in 2020-21.

Karen Wespieser, the director of operations at Driver Youth Trust said it was vital that there was investment in new qualifications so that teachers had the "awareness, capacity and knowledge to allow them to meet the requirements of learners with SEND".



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News: RSCs

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INVESTIGATES

Fifth RSC jumps ship to join academy trust

PIPPA ALLEN-KINROSS

@PIPPA_AK

Regional school commissioners should have a "cooling-off period" before joining academy trusts to avoid any conflict of interests between the roles, says a former government adviser.

It was announced on Monday that Lisa Mannall will be the fifth RSC to jump ship to join a trust.

She will stop overseeing academies in the southwest in the summer to become chief executive of the Cornwall Education Learning Trust (Celt), which will run schools in her former RSC patch.

The trust will open in September after a merger of the Newquay Academies Trust and the Peninsula Learning Trust.

But the move has reignited concerns about conflicts of interest.

At a headteacher board meeting on October 15, Mannall approved an application for Poltair School in St Austell to join the Peninsula trust. The meeting was held on the same day that Celt began advertising for a chief executive.

Minutes of the meeting show Mannall was present, but do not say if she left the room.

The Department for Education has said a conflict of interest did not exist at the time she gave this approval.

A final decision on the application will now be made by Dominic Herrington, the interim national schools commissioner.

But Jonathan Simons, a former government adviser and now director at Public First, said regional commissioners should have a "cooling-off period" before joining a trust as it would "avoid the perception of a conflict of interest".

It also created "distance between organisations you previously regulated and those who now wish to employ you to engage with government".

"It's a simple change that wouldn't stop RSCs becoming MAT chief executives but – when combined with a much clearer declaration of interest and recusals – would aid clarity over perceived conflict of interest."

Mannall was appointed as an RSC in September 2017. She was executive principal at the Learning Academy Trust and sat on the

Jonathan Simons



southwest headteacher board from September 2014.

Six schools joined Learning between 2014-17, giving the trust a total of ten. All six were rated good when they joined.

Board minutes say Mannall was not present and did not receive papers when each of the six was approved.

Paul Smith was the first RSC to move to an academy trust. In 2015 he left the Lancashire and West Yorkshire post to become chief executive at Future Academies, founded by Lord Nash, then academies minister.

Pank Patel resigned as RSC for the West Midlands in 2016 to join George Salter Academy in West Bromwich. In 2017 Tim Coulson, RSC for the east of England and northeast London, joined the Samuel Ward Academy Trust.

Mannall's predecessor, Rebecca Clark, left to join Ark.

Kevin Courtney, the joint general secretary of the National Education Union, said the RSC role and headteacher board set-up was an "inherently flawed and compromised system that will always be open to these sorts of conflicts of interest".

"The abolition of the RSCs could only benefit the education system."

But a DfE spokesperson said "procedures are in place" to manage any potential conflicts of interest, including "escalating the decision-making process".

"We have no plans to change the structure of the RSC system because all senior civil servants abide by strict business appointment processes."

The RSCs who have left for trusts

2015

Paul Smith, RSC for Lancashire and West Yorkshire, joins Future Academies



2016

Pank Patel, RSC for West Midlands, joins George Salter Academy



2017

Tim Coulson, RSC for east of England and northeast London, joins Samuel Ward Academy Trust



2017

Rebecca Clark, RSC for southwest England, joins Ark Schools



2019

Lisa Mannall, RSC for southwest England, joins Celt



Interview

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OECD chief: England isn't making the most of academies

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

England's academies are failing to capitalise on the "best ideas", says the OECD's head of education, calling for more opportunities for teachers to share knowledge and participate in research.

In an exclusive interview with *Schools Week*, Andreas Schleicher warned that teachers in England "have very little time for other things than teaching", which harmed retention and the country's standing in international league tables.

Speaking at the WISE Education Futures conference in Paris last week, Schleicher called on schools to involve teachers in education reforms to make the profession more "intellectually attractive", rather than focus on financial incentives.

Ahead of his speech, Schleicher told *Schools Week* the academies programme was a "good move", but England needed to "take care" that the autonomy of the system was not squandered.

"Compare yourself with the Netherlands, where every school is an academy. The difference is the Netherlands at the same time has strong systems. So these autonomous schools actually collaborate, they share ideas, they share people.

"It's quite easy for a teacher to move from one school to the next, one pedagogical idea to the next. That I find missing in England. England has strengthened school autonomy, but I do think [it has] that kind of overall coherent system, that capacity of schools to collaborate across academy chains and so on."

Last year Sir David Carter, the former national schools commissioner, called for more trust-to-trust collaboration, urging academy trusts to "over-recruit" teachers and leaders so they could help to turn around schools outside their organisations and become so-called "system leaders".

Schleicher warned that too many ideas flowed into schools from above, and not "laterally" from teachers.

"I value very much the autonomy [for schools], I think that's a very important ingredient for success, to liberate good ideas, but at the same time if teachers are



Andreas Schleicher

developing good ideas in isolation, that's not going to help the system advance."

Schleicher is also critical of England's focus on a knowledge-rich curriculum, and warned it was a "grave mistake to pit knowledge versus competence at two opposing ends of a spectrum". Neither was of value without the other.

"We need to understand that the world is changing. The kind of things that are easy to teach, easy to test are now all too easy to digitise, to automate.

"The rise in social and emotional skills is very clear; collaborative skills, the rise in creative skills, imaginative skills. In a way, schools are very conservative social systems, and as parents we are sometimes actually part of the problem.

"We get very nervous when our children no longer learn things that we used to learn, or we get even more anxious when our children learn things that we have not learned."

If England is to perform better in the PISA tests, an international study run by the OECD that ranks 70 countries based on a test of 15-year-olds, Schleicher said its pupils must demonstrate a deeper "conceptual understanding" of their subjects.

In 2015, the UK was 27th out of the 70 countries for maths, 21st for reading

and 15th for science.

The results, Schleicher said, demonstrated that English pupils did well in tasks that "typically relate to relatively shallow tasks of knowledge reproduction", but that was not what PISA was looking for.

"The type of tasks where British students do a lot less well are tasks where you need to elaborate, where you need to connect new material with what you know.

"Deep conceptual understanding, you can pinpoint that pretty clearly. But if Britain wants to do better on PISA it should probably teach fewer things at greater depth, focus more on conceptual understanding."

He also warned of the prevalence of "memorisation strategies" in English classrooms, which he said were "no longer helping" pupils.

"If you look into a British classroom in a maths lesson, you typically deal with 15, 16, 17 problems in one lesson. If you go to a Japanese lesson, you deal with one problem.

"The idea is to really see what the origin of the problem is and develop different solution strategies, to have students demonstrate that they understand the fundamental concepts and actually use them, and then they can extrapolate from this."

Job stress leaves one in five teachers 'tense' all the time

PIPPA ALLEN-KINROSS

@PIPPA_AK

The working conditions of teachers must improve if the government is to tackle the recruitment and retention crisis, says the National Foundation for Educational Research.

The organisation's first annual report on the teaching labour market in England, published on Monday, identified a dramatic increase in the number of in-year vacancies and temporarily filled posts since 2011.

The study also found one in five teachers feels tense about their job most or all of the time, while 40 per cent say they do not get enough leisure time.

Jack Worth, the school workforce lead at the foundation (NFER) and co-author of the report, said there was a "clear need to improve the working conditions of teachers, with a focus on making the teaching career more manageable and sustainable".

He welcomed proposals in the government's new teacher recruitment and retention strategy, including extra support under the early career framework and phased bursary payments in shortage subjects.

But the teacher supply challenge would "continue to grow, particularly in secondary schools, unless urgent action is taken".

Here are the report's five key findings.

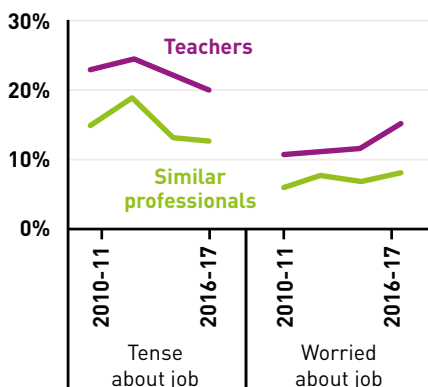
1 Teachers work longer and are more stressed

One in five teachers (20 per cent) feels tense about their job all or most of the time, compared to 13 per cent of similar professionals, including researchers, engineers, health professionals and lawyers.

Teachers also work longer hours in a typical working week. Although the hours worked over the whole year are, on average, similar to those in other professions, working intensively over fewer weeks leads to a poorer work-life balance and higher stress levels.

Two out of five teachers (41 per cent) are dissatisfied with the amount of leisure time they have, compared with 32 per cent of similar professionals, suggesting a more manageable workload would help to improve retention.

% WITH HIGH LEVEL OF JOB STRESS



Source: Understanding Society

The report also noted that 23 per cent of full-time teachers would like to reduce their working hours, even if it meant less pay, compared with 17 per cent of similar professionals.

2 The number of vacancies is growing

The Department of Education (DfE) forecasts secondary schools will need 15,000 more teachers between 2018 and 2025 to meet a 15 per cent rise in pupil numbers.

But the NFER found the number of in-year vacancies and temporarily filled posts had doubled in secondary schools between 2010 and 2018.

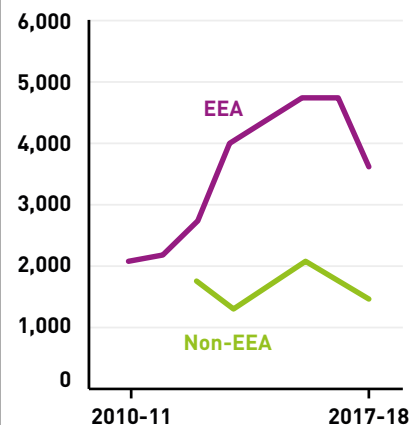
Although teacher supply in primary schools had increased in recent years, the report warned that the primary leaving rate and number of vacancies had increased between 2011 and 2018, "suggesting a risk of there being some supply challenges ahead".

3 Brexit could be off-putting for overseas teachers

DfE data shows the number of Qualified Teacher Status (QTS) awards to teachers from the European Economic Area (EEA) slumped 25 per cent in 2017-18, to just 3,525.

"This may be caused by the UK's forthcoming departure from the European Union and may signify a downward trend in

QTS FOR OVERSEAS TEACHERS



Source: ITT Census

interest towards moving to the UK to teach," the report said.

4 Teaching is not as well-paid as similar professions

The report found the mean pay of teachers is lower in real terms than in similar professions, but the median pay is similar between the two groups.

This means that the pay of a typical teacher is similar to the pay of a typical professional, but the combination of pay compression in teaching and more opportunities to earn high wages in other professions means teachers earn less on average.

The average pay of teachers has fallen 12 per cent in real terms since 2010, although the report said this could partly be explained by the average teacher in 2018 being "younger and less experienced" than the average teacher in 2011.

5 No more 'recession-proof' advantage

Teaching has traditionally been seen as one of the most secure careers, but the NFER report warned this could be changing.

Although the proportion of teachers who say they are worried about job security has remained low at about 5 per cent since 2010-11, the proportion of those in similar professions reporting low job security has fallen in the same timeframe from 14 per cent to 9 per cent.

"The job security of alternative careers is likely to influence those who are deciding whether or not to enter teaching," the report said.



'Expert' trust may lose Blackpool academy

PIPPA ALLEN-KINROSS

@PIPPA_AK

An academy trust lauded by ministers as an "expert sponsor" has been warned it will be stripped of one of its schools unless it makes improvements.

Star Academies has been ordered to set out how it will turn around Highfield Leadership Academy in Blackpool after Ofsted moved the school into special measures.

In the watchdog's report, published earlier this month, inspectors criticised "low standards prevalent in so many classrooms".

Highfield was the first non-faith school taken over by the Tauheedul Education Trust, in 2016, before it rebranded as Star last year. It now runs 24 schools.

Ten of its schools that were inspected before Highfield – all Muslim faith-based schools – were rated outstanding. Three are among the top ten in the country for their Progress 8 score.

A "minded to terminate" notice from Vicky Beer, the regional schools commissioner for Lancashire and West Yorkshire, was published on Friday. She said Highfield would be rebrokered unless she could be "satisfied that this academy can achieve rapid and sustained improvement".

Beer demanded that Star provide a post-inspection action plan detailing how it would improve safeguarding, behaviour, leadership and management



at the academy, as well as information on pupils' performance under new assessment frameworks.

The trust's progress against its action plan would then be assessed every half term, she said.

The letter was sent to Star just three days after Beer was notified of Highfield's Ofsted inspection, although an analysis by the Local Schools Network website found the average time between an RSC knowing about an inadequate judgment and issuing a letter, based on the 11 other academies issued letters since September, was roughly six months.

Janet Downs, from the Local Schools Network, suggested this showed "inconsistency and hints at ad hoc action. It also reveals a lack of co-ordination between Ofsted and RSCs."

A spokesperson for Star said the trust was "continuing to implement an action plan to address the weaknesses that Ofsted has identified.

"We are committed to turning the school

around and ensuring that young people at Highfield Leadership Academy receive the best possible education.

"All our efforts and focus are on improving the school quickly and effectively, whilst also addressing endemic challenges in a sustainable way."

The inspection in December found vulnerable children leaving the school unsupervised at lunchtime, and pupils fighting and refusing to follow teachers' instructions. Inspectors also highlighted claims that staff did not challenge pupils who smoked on the premises.

A new behaviour policy was described as "ineffective", made worse by teaching that "too frequently" was not engaging. Key stage 4 progress was said to be "among the worst in the country".

Highfield was rated as inadequate in 2014. However, the decision to appoint Star to take it over was controversial among parents, prompting the Department for Education to defend the chain's "excellent track record".

Academy order for Essex school rescinded

PIPPA ALLEN-KINROSS | @PIPPA_AK

The government is facing calls to "rethink its whole approach" to converting schools into academies after making another U-turn on plans to force a school to make the change.

William Torbitt Primary School in Ilford, Essex, was issued with an academy order in June last year after Ofsted rated it inadequate.

However, the order has now been revoked after inspectors on a follow-up visit this January judged it as "good". The report said the school was "a safe place where pupils thrive in a positive, nurturing environment" and praised senior leaders for having "transformed the school".

The decision has prompted calls from the National Education Union (NEU) for a review of the way academy orders are issued.

Data released last year under the Freedom of Information Act shows that 29 schools had their academy orders revoked between 2014 and mid-2018. Of these, 24 had improved their Ofsted rating before they had a chance to go to the conversion process.

The government wants all schools to become academies, but critics of the programme say the current approach of automatically issuing academy orders to failing schools does not take into account their capacity to improve under local authority oversight.

Mary Bousted, the joint general secretary of the NEU, said the turnaround at William Torbitt

"fundamentally calls into question" the policy, which she described as "wrong in principle" and "counterproductive".

"A forced move to academy status under a sponsor imposed by ministers would have been a total disaster in this case that would have undermined the good work being done by the school, as well as alienating parents and the wider community," she said.

"The government now has to rethink its whole approach and stop forcing schools into academy status against the wishes of their local communities."

The decision not to convert William Torbitt was made in the face of considerable pressure from unions, parents, councillors and Wes Streeting, the MP for Ilford North.

EDITORIAL

DO YOU HAVE A STORY?
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Smaller trusts deserve same scrutiny as giants

This week we've published our fifth annual league tables on CEO pay.

We know pay is always an emotive topic – particularly for our readers who feature in the analysis.

That's why we always aim to evolve our coverage to provide smarter coverage each year exposing the biggest issues.

For the first time we've expanded our analysis from just the country's largest trusts.

We felt this was important to scrutinise the well-paid bosses who run just a few schools, which explains our per-pupil pay measure.

We've also taken a look at the pay of growing senior leadership teams, and compared the sector to other charitable sectors.

Academy bosses seem to be better paid than their counterparts in the NHS, but earn less than the housing sector.

The upshot: there's still huge variation in pay. The government is retrospectively trying to curb pay, by issuing sternly-worded letters – but are trusts listening?

Our investigation this week suggests maybe not.

Bravo, Mr Hinds. Now back your headteachers

There's no question that the reforms to relationships and sex education should be welcomed in schools, but of course it wouldn't be government education policy without something that's going to come back to bite headteachers.

The lack of clarity on the "exceptional circumstances" in which leaders will be allowed to turn down requests to withdraw children from sex education is extremely worrying.

Once again, the government appears to be passing the buck, and ministers must urgently clarify whether they will back heads who stand firm on those very rare occasions when it proves necessary.

That said, while the new RSHE curriculum cannot be described as a complete triumph, it is a massive improvement that brings that side of education finally into the 21st century.

Damian Hinds and his team deserve kudos for pressing ahead, particularly with the more controversial elements like LGBT content, despite strong opposition who would have us live in a less equal society.

SCHOOLS WEEK



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Tom Sherrington, author & Teacherhead Consultancy

Governing School Improvement |
Sir David Carter, Executive Director, Ambition School Leadership

SNOW schools (schools no one wants) even in this context |
Keziah Featherstone, Headteacher, Q3 Academy, Tipton

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Rob Campbell, CEO, Morris Education Trust, Cambridge

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Vic Goddard, Principal, Passmores Academy

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 **Headteachers' Roundtable**



Profile

CATH MURRAY | @CATHMURRAY_

A portrait of Ian Bauckham, a middle-aged man with short, slightly graying hair, wearing dark-rimmed glasses, a blue and white striped shirt, a red tie with a small green bird pattern, and a dark suit jacket. He is smiling slightly and looking towards the camera. The background is dark and out of focus.

“You never really know why you’re invited to do things in the DfE”

Ian Bauckham, chief executive, Tenax Schools Trust

Ian Bauckham is probably one of the few people to have talked explicitly about sex with Department for Education officials. As their relationships and sex education adviser for the new guidance, the multi-academy trust chief executive soon realised that someone had to break the ice, and it would have to be him.

“I’m probably one of the few people who has used explicit sex-related terminology with most senior officials,” he confesses over tea in a temporary classroom at Bishop Chavasse, the

Church of England free school in Tonbridge, Kent, that’s the latest addition to his eight-school Tenax trust. “There was the odd slightly surreal moment around that, yes. Not the sort of conversation that happens every day.”

Bauckham is on the boards of Ofqual and the National Foundation for Educational Research and in 2017 received a CBE for services to education. The sex education panel was the fourth in a line of high-profile reviews that he has sat on, starting with the headteacher standards review group in 2014. In fact it’s becoming a bit of a joke among those who monitor these things, that if there’s a government review, Bauckham’s

name will pop up. Sure enough, two days after we speak, it’s announced that he will lead Damian Hinds’s latest scheme to develop character benchmarks for schools.

So what has propelled him to such lofty status? “You never really know why you’re invited to do things in the DfE, it just kind of happens,” he says. “You get a phone call, ‘We’ve been wondering if you’d be interested in...’ I never dare ask what the background is, I just say yes or no.”

His relationship with Michael Gove, the former education secretary, might be a factor.

When they first met in 2014, Bauckham was a headteacher in Kent. Over three decades,

Profile: Ian Bauckham



Bauckham as head of Bennett Memorial

he'd worked his way up the standard school progression route from modern foreign languages teacher to head of department, deputy head, then headship of Bennett Memorial Diocesan School, a non-selective CofE secondary (which joined with various local primaries in 2015 to form Tenax).

In 2013 he was elected president of the Association of School and College Leaders (ASCL), a one-year position. It was the last year of Gove's tenure and Bauckham remembers making his conference speech in front of 1,200 people, with Gove and Michael Wilshaw, the former head of

"I won't do anything that compromises my fundamental beliefs"

Ofsted, eyeballing him from the front row. "So, no pressure! Apart from being a headteacher locally and doing a bit of stuff for ASCL, a bit of

networking, DfE, Ofsted and so on, that was my first I'm-going-to-be-noticed moment."

Noticed he was. As a result of the speech, he built a relationship with the education secretary – even persuading him to open a new building at his school. "He was utterly courteous and interested. He was a very good guest to have."

The invitation from the DfE came shortly after.

Bauckham is quietly building the kind of CV that sets up a person for a role on the national education scene, but he won't be drawn on his ambitions. He's not looking to get into policy – "not directly at the moment" – and when I mention rumours he could be a future chief inspector, he says: "People have all sorts of thoughts don't they?"

He's evasive when I ask how much the DfE set the direction for the sex education guidance – and whether he was picked because his views aligned with the department. "I wouldn't say that the government had a very well-developed plan for sex ed. It had some amorphous ideas around the importance of bringing the 2000 guidance up to date, which was a really important thing to do." Two major missing areas were LGBT education – since section 28 was repealed in 2003 – and social media.

From late autumn 2017 to spring 2018, he chaired about 30 roundtables with the



On a visit to Ghana as chair of trustees of the Sabre Charitable Trust

Profile: Ian Bauckham



Bauckham with the former Archbishop of Canterbury Rowan Williams on a visit to Bennett Memorial



Bauckham mountain trekking in the Dolomites

department and a range of stakeholders. The topics may have been divisive, but there were “no shouting matches – barely, to be honest, even strongly-worded disagreements. Generally speaking, when you have experts in the field clearly articulating their views and perspectives, they’re eminently reasonable. Obviously when you translate that into a soundbite for the media, the story can be a bit different.”

He’s prickly when I ask if he’s getting too close to the government. “I’m my own person, I won’t do anything that would compromise my fundamental beliefs and if somebody wants to use my expertise as a teacher and a school leader to improve the system across the country, then

I’m happy to do that.”

Bauckham’s traditionalist pedigree made him a natural recruit to the Gove camp – and it’s something that can be traced back to his earliest school days in the 1960s, when he struggled with reading. “I can remember as a child my mother saying, ‘It’s these stupid new methods, how are you supposed to learn to read just by looking at a card? Sit down, I’m going to teach you to sound it out.’ Maybe it was that that went in on some subliminal level.”

His mother had no specialist knowledge; she left school at 14 and worked as a typist all her life. But a desire to help her son to read prompted her to take evening classes to start accumulating

O-levels. In her mid-forties she qualified as a teacher of office and computer studies.

Bauckham’s parents both survived the Blitz in London’s East End, and moved to the outer London borough of Havering, on the border with Essex, to raise their family.

“Like many of that generation they were very hungry to improve themselves, although both left school with very few qualifications. My father was an apprentice plumber in the days when apprenticeships were proper things.”

Bauckham was the first in his family to go to university, winning a bursary to study modern languages at Cambridge.

Seven years earlier he’d failed his 11-plus, but it was 1973 when the move to comprehensives was sweeping the country and he got into the local grammar anyway. It was here that he saw the gradual shift to what’s commonly known as “progressive” educational pedagogy.

“I can remember it in languages clearly. We had a very good old-school teacher who taught us the grammatical structure of French properly, sequentially from the beginning, and insisted that we practise to the point of automaticity – my French became very good, very quickly. Later on we had a newer, younger teacher who had been trained differently, and who exposed us to texts that we hadn’t been equipped for, asking us to guess the meaning of words and grammatical structures based on the context.”

It was the traditional teacher who coached him to apply for Cambridge.

Profile: Ian Bauckham

Bauckham in 2017 with his CBE



After university, Bauckham did a PGCE in Nottingham, which involved a lot of “learning about Piaget and assorted misconceptions about teaching as I now understand them”, before landing a job at a school in Brighton.

One of the highlights of his early career was six months teaching English in the former German Democratic Republic after the Berlin Wall came down. The Russian teachers had become redundant overnight and they needed to retrain.

He stayed in a teacher's grandmother's apartment. “She'd recently died. It was a state apartment. He said, ‘The state's in such chaos, I just won't tell them that she's died. You can just live there.’ The GDR was falling apart. It was an

eye-opener and just amazing to be there at that pivotal point in the country's history.”

He spent the next year in Madrid, learning Spanish, then was appointed head of languages at Kingsbury High School, a large inner-London comprehensive where French, German, Spanish and Gujarati were taught.

As he grew in confidence he felt able to drop the progressive pedagogy he'd been taught during his PGCE and return to more traditional language-teaching methods. He's adamant there should be a preferred sequencing of information, and “absolute focus on the knowledge to be imparted, absolute focus on the words, the grammar, the pronunciation.

“People characterise it as going back to the 1950s, a sort of Gradgrind approach, but that's a totally misleading caricature.”

This approach strongly informed the Teaching Schools Council's modern foreign languages standards he produced as chair in 2016-17.

It's easy to get the impression that he enjoys the complexity of policy-making, despite its frustrations. “When you're a headteacher you are used to listening to debate and then basically getting your own way,” he says. “When you're on a DfE panel with other headteachers you are listened to very politely, but you don't necessarily get your own way because there's a political landscape to navigate, and competing interests to balance.”

As we climb metal stairs to view the new school's building, with its big muddy patch that will become the early years' play area, he dodges a request for a photograph, redirecting the conversation to something more comfortable – how the floor-to-ceiling windows will harness the best of the natural light for the children.

As top dog at the Tenax, he sees himself very much as an educator, not a business person, and he's growing increasingly uncomfortable with the title of chief executive.

“It's not great. I find it really unattractive, just like I find the word ‘MAT’ a bit toxic. Certainly the word ‘chain’ I never use. I'm not British Home Stores. I'm running a small group of schools. This is a trust, a trust in the sense that we are holding in trust the education of children for communities.”

CV

2018-present	Board member, Ofqual
2017-present	Education adviser on sex and relationships education, Department for Education
2016-present	Chief executive, Tenax Schools Trust
2015-present	Board member, National Foundation for Educational Research
2016-17	Member of the National Professional Qualifications review panel, National College for Teaching and Leadership
2016-17	Leader of the national review of modern languages pedagogy, Teaching Schools Council
2014-17	Member of the headteacher board for the south east and south London
2014-15	Member, headteacher standards review group, Department for Education
2013-14	President, Association of School and College Leaders
2004-17	Head, then executive head, Bennett Memorial Diocesan School
2001-04	Deputy head, Bennett Memorial Diocesan School
1996-2001	Head of sixth form, Bennett Memorial Diocesan School
1991-96	Head of languages, Kingsbury High School
1985-1990	MFL teacher, Cardinal Newman Catholic School, Hove

Opinion

DO YOU HAVE A STORY?
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You're not alone if you don't know the answer to this headline, says Tom Sherrington. Too many schools (and their leaders) know more about pupils' scores than what they've actually learned about

More schools seem to be undertaking some form of curriculum review, which is encouraging. In primary schools this is often around the foundation subjects; in secondary schools it's mainly about key stage 3. No doubt Ofsted's emerging framework is playing a part, but usually it's because schools have now done the hard graft around core subjects at key stage 2 and implementing new GCSEs, and are finally finding time to look at everything else.

I've been struck by how often school leaders don't know their own curriculum particularly well. How confidently can you answer these questions?

- Which works of literature do your students read in year 8?
- Which periods of history are covered by year 9?
- When do your students learn about Islam? Or the Second World War? Or the Holocaust?
- What will your children be taught about evolution, climate change, abortion and same-sex parenting?
- What would you expect your year 5s to know about Romans or Tudors?
- What are the main geographical facts and concepts children should know by the end of key stage 2?

After years of data-driven accountability, school leaders are more likely to be better acquainted with their averaged-out value-added



TOM SHERRINGTON

Education consultant,
author and trainer

When do your pupils learn about Islam?

scores and outcome measures than the detail of what children actually learn; however, this is the real content that shapes their experience of school and informs their personal and professional adult lives.

Moving the data aside, the curriculum says a great deal about

and themes at the expense of disciplinary coherence. Is that true in your school? At key stage 3 are you inadvertently limiting your students' chance of success in languages with an ungenerous time allocation? What about arts and history and

“ The curriculum says a great deal about a school

a school: its ethos; philosophy of education; priorities; values. We really should care a great deal about it so it's pretty perverse that our system has rewarded us for caring more about a child getting a certain score than what they've actually learned about.

Knowing your school should probably start with getting to know your own curriculum. This has numerous dimensions:

Time allocations A common complaint is that a heavy SATs focus forces primary teachers to marginalise foundation subjects or to link them tenuously to topics

geography? Do you honour the commitment to breadth in your mission statement? It might be worth checking if you're happy with the time compromise your timetable represents.

Literature By the time your students leave, what will they have read? What does this say about your school? Is it giving them empowering access to the canon of great works; a taste of multiple genres and cultural perspectives and a sense of the wide world of literature that lies beyond? Or has your young subject lead been allowed to make personal book

choices; things they fancied teaching?

History Which events and historical figures should everyone know about after leaving your school? What is the rationale? Does this focus on the UK – with a local dimension? Does it address the history of the students from other parts of the world? Is there enough of a spread over time periods to allow a sound chronology to emerge? The choice for history teachers is wide open, which is a challenge as well as a blessing. Eventually you have to decide – but who makes the choice?

Specified knowledge How far do you go in detailing what children should know? Are we just “doing Nigeria” in some nebulous general sense, or is there a specific set of knowledge about Nigeria, economic development, empire and colonialism that every child should learn?

Experiences Alongside the knowledge you can test, what practical hand-on experiences, field trips, creative making and performance opportunities feature for all children in your school? Are these ad hoc, included on a teacher's whim or are they planned entitlements for all?

Once you know what's happening, the gaps will identify themselves. But you'll find lots to celebrate. These are the aspects of your school that parents and children love the most – and the things you should care about the most.

Opinion

DO YOU HAVE A STORY?
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AMELIA
WALKER

National director for strategy
and quality improvement,
Ormiston Academies Trust

Curriculum will be at the heart of our new strategy

How do you turn commitment to the curriculum into systems, process, policy and culture? The Ormiston trust's five-year strategy will try to answer that, says Amelia Walker

One of the best moments since I joined Ormiston was overhearing a head of department say to a colleague, after a session talking about curriculum, "O Captain! My Captain!" – the Walt Whitman quote immortalised in *Dead Poets' Society*. Because he had just summarised so neatly, in a way we all understand thanks to Robin Williams, what's at the heart of the curriculum debate. It's about the gift of the love of subjects that has the power to sweep into the classroom and transform the predictable everyday into something vast and incredible.

The good news for Ormiston is that, from what I have seen so far, our teachers have not been ground down by the tyranny of testing. They still possess that love of subjects. It was inspiring for me to hear a teacher wax lyrical recently that the purpose of their subject is "life, the universe and everything". It's no surprise teachers with passion often leave the profession

if they are not given the headroom to fully share the richness of what they know. I can already see that our focus on subjects and the curriculum will contribute positively to our ability to recruit and retain excellent teachers.

As a trust, it becomes a pressing management question about how

“Getting the curriculum right is not for Ofsted, it is for our pupils

you turn that commitment to the subjects and the curriculum into systems, process, policy and culture. One of the things set out early on by Nick Hudson, our chief executive, was that we will not be about quick fixes. As a result, we are about to publish a five-year strategy. Deep reflection and development of curriculum and teaching will be a major plank of what we do for the lifetime of that strategy.

Well done to Ofsted for creating an environment where we feel we have permission, nay encouragement, to do this. But although we have many inspections coming, as well as new reviews of trusts, this is not a reason to rush to change what we

do. Getting the curriculum right is not for Ofsted, it is for our pupils, who deserve the very best that we can give them. Where we identify improvements, to get the impact we want will take time.

Curriculum is not new to schools, but being in a trust the question for us is what curriculum means to

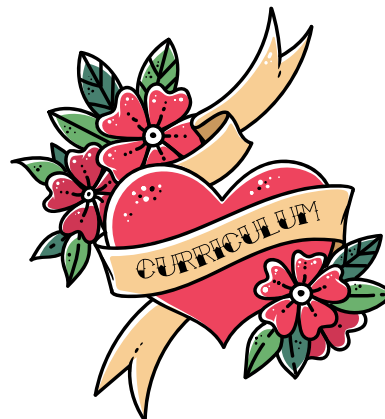
us nationally. We are not pursuing a uniform curriculum. I know some trusts have done this, but it doesn't suit our culture. What we are pursuing is consistency of principle. I have been very encouraging to have so many senior leaders from across our schools come forward to volunteer to get these principles right.

An early exercise was to do a review of schemes of work. Some of the lessons from this will inform our discussion of principles. For example, it's worth thinking about the curriculum as 2 to 19, rather than as a phase. As a trust, we need to agree not only what we mean by some key words, we need to agree what words we will use (Can we talk about territory rather

than domain? Is sometimes technique a more useful word than skill?). Furthermore, we need to share and develop practical easy techniques for teachers to help them inject conceptual rigour to their planning.

We are trying out some aide memoires, such as using different key phrases, to make sure in schemes and plans that the knowledge is spelled out really clearly. Also that it is defined clearly and separately from the pedagogy and from the techniques being taught to pupils.

It would be helpful to know whether someone nationally will step forward to help all the varied schools who are having these conversations to share their experiences and what works. We are making progress in working out – as a collective – how to reach consistency in what this looks like for departments, teams and classroom teachers. It's definitely an advantage to have so many heads to come together. I feel privileged to be part of something so fascinating: "Oh, to be alive in such an age..."



Opinion

DO YOU HAVE A STORY?
CONTACT US NEWS@SCHOOLSWEEK.CO.UK

The real question about chief executive pay in the schools sector is whether it represents value for money, says Steve Lancashire

As the chief executive of the largest primary academy trust in the country, I am paid far more than I ever thought possible growing up in Sheffield in the 1970s as the son of a miner. I am well paid. And I'm not alone amongst my peers in recognising that. But when I look at my counterparts in other trusts, it is also clear that we are responsible for the education of tens of thousands of children and young people, and the careers and professional fulfilment of thousands of teachers and educators.

That responsibility weighs heavy. Particularly when many of us focus on taking on the toughest schools in the toughest parts of the country, something that requires leadership and a meticulous focus on detail and improvement, plus moral purpose and a sense of urgency. It also requires compassion.

It is right and proper, however, that the Department for Education is looking at CEO remuneration. This is taxpayers' money after all. But there are a number of things to consider beyond the exciting headlines. First, comparatively, chief executives in the schools sector are not in the same league as many other public servants – CEOs of NHS trusts and university vice-chancellors, to name just two, are paid significantly more.

Second, the "CEO" of the large primary school who is paid more than £150,000. I object to this model – these CEOs are seemingly able to pay themselves inflated salaries with seemingly scant scrutiny by any



SIR STEVE LANCASHIRE

Chief executive,
REAch2 Academy Trust

I know I am paid well, but perhaps I am worth it

governing body. My salary is large, but compare £14 per pupil to more than £100 per pupil in some trusts.

As an aside, I am the same person I was when I ran a single primary school, but as far as some people are concerned I might as well have grown horns and a tail. A CEO's salary is of course higher than a

that Lord Agnew is taking a closer look at the smaller trusts and asking whether some individuals' pay genuinely represents value for money.

And that is the question that boards have to ask themselves. I know from our own transparent processes that remuneration

“It's right that we are all held to account

head's, but with 60-plus schools in our trust, I'm now responsible for ten times the number of children and similar multiples of staff.

It's right that we are all held to account, and it's welcome news

committees look at benchmarking data, the talent pool out there, the scale of the role, performance. All these considerations make up their judgments on what individuals should be paid and whether it



represents value for money.

Ultimately, that is the singular test. About 15,000 more children are now being educated in good or outstanding schools because of REAch2. Fifty per cent of our schools were rated inadequate and in "special measures" when they joined us. Today, only a small proportion are now less than good.

The sky should not, however, be the limit. At REAch2, we introduced a policy that the highest-paid individual should never be paid more than ten times an NQT. I also decided much earlier in my career not to claim expenses. I am well paid, so why would I want to claim for a lunch here, or a coffee there? The notion is ludicrous.

We all need to be mindful of mounting costs. Chief executives rightly attract attention. But senior management teams (and therefore their cost) are growing, seemingly by stealth. At REAch2, we want as many pounds going back into the classroom. Our senior team is streamlined and lean, and it will stay that way.

The bottom line is whether money is well spent. This applies to CEO pay as much as it does to our school improvement work. Does it work? Can you see an impact? We have to look ourselves in the mirror and ask AND answer these questions. Yes, 15,000 more children are now getting the education they deserve, but my job is to keep growing that number. I will not rest until every child in our family of schools is also in that position.

Reviews

BOOK REVIEW



A Manifesto for Excellence in Schools

By Rob Carpenter

Reviewed by Terry Freedman, education consultant

Published by Bloomsbury Education

We've all heard the narrative. A school goes into special measures and a "super-head" is parachuted in. He or she gets rid of the ostensibly worst-performing teachers, or at least allocates them to where they can do the least harm to the school's league tables. The pupils in years 5 and 6 are trained to "ace" the SATs, the curriculum is constricted accordingly. Ofsted returns, the school is recategorised, the head moves on, and only then does the wreckage surface: ignored pupils in the lower year groups, massive overspending, and exhausted and demoralised staff.

With this in mind, I approached this book with no small degree of cynicism when I read in the "blurb" on the back that said the author had turned his school around in less than two years. However, it soon became clear that Carpenter is no quick-fix merchant. His underlying philosophy is that relationships and whole-person development are crucial for sustainable success. We place too much emphasis, he says, on cognitive learning and not enough on affective learning. Both are necessary if long-term learning and development, including the child's emotional strength, are to be enjoyed.

Reading this was like a breath of fresh air. For example, it ought to be obvious that, to quote from the book, "beautiful buildings create beautiful people". All too often, though, teachers and pupils have to work in environments that are less than salubrious. At some level this tells them that their well-being and sense of

feeling valued are not high on the list of priorities.

If all this sounds like a call to don beads, light incense sticks, and walk around declaring "love and peace, man", you will be relieved to learn that the book is more than a feelgood story, it's also full of implementable advice. In other words, it will prove useful to any senior leadership team faced with similar circumstances, and who may be thinking, "What on earth should I do?"

The advice takes several forms. First, there are numerous tables summarising the differences between various approaches to school reform and other areas. One table, for example, contrasts the characteristics of what the author calls a "school-improving" culture and a "proving" one. The former leads to a commitment to distributed leadership and a willingness to take risks and learn from mistakes. The latter, in contrast, is concerned with quality control and avoiding mistakes, which are seen as symptoms of failure.

Second, in the spirit of "show don't tell", or at least "show as well as tell", the book includes photographs that show what is being referred to. For instance, there is a photo of a "book corner", which looks as warm and inviting as the author describes. Another is of the "staff shout-out" board, on which small successes by teachers are shared and celebrated.

Third, and perhaps most importantly for any school leader, several very detailed rubrics cover just about every aspect of school life. One, for example, is a "culture and climate rubric" for

creating an "enabling environment". The "grades" in these rubrics tend to be in the form of terms such as "emerging", as opposed to "poor", all the way up to "embedded excellence".

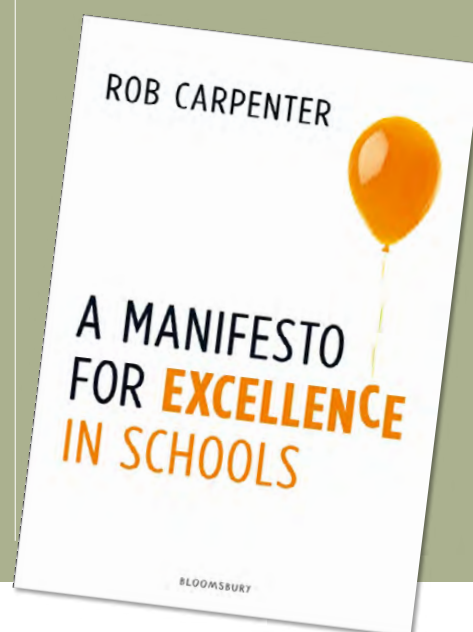
Finally, checklists and lists entitled "key questions to consider" appear in many chapters.

There are a few omissions. For example, it would have been useful to hear Carpenter's advice on how to bring on board staff who are entrenched in their approach. This, I feel, is glossed over.

Another drawback is not delving into budgets. How did he convince the governors that refurbishing the whole school was a good use of money?

Last, although the book is well-structured, it suffers from the lack of an index.

These shortcomings aside, however, it is a must for any school leader determined to create a school that is children-centred in practice, not just in the school prospectus.



Research

Every month the Research Schools Network – run by the Education Endowment Foundation and Institute for Effective Education – shares some advice from a research-based initiative it has implemented

How we switched to mixed-ability teaching

Kate Atkins is headteacher of Rosendale Research School in south London

In 2011 Rosendale primary was looking for ways not only to close the attainment gap between pupil premium and non-pupil premium children, but also to use evidence-based practice to ensure we maximised potential attainment for all pupils.

The Teaching and Learning Toolkit compiled by the Education Endowment Foundation highlights that collaborative learning, metacognitive strategies, feedback and oral language interventions all have a high impact on children's learning. Research also suggests that children explaining learning to other children is extremely effective in deepening the understanding of high prior attainment pupils. As a result, many schools, including Rosendale, historically used "talk partners" to try to achieve this. Teachers would ask children to talk to each other, typically saying something like, "Tell your partner why you think this is the correct answer".

However, we noticed that the children who needed to talk and practise often remained silent. So, the question we posed was, "How can we implement collaborative learning and classroom discussion in a way that impacts children's achievement?"

Our starting point was to visit other schools to look at what worked well – and would suit Rosendale. We eventually landed on Kagan Cooperative Learning, a system of pedagogy used by a school in the north west of England that promotes cooperation and communication in the classroom.

We decided to implement this system across the school, and contracted a consultant to deliver training. We set aside two INSET days to have days one and two of the four-day programme delivered to all staff. At the end of the first day, we agreed that all children in key stage 2 would sit in mixed prior attainment teams of four from the start of



the term. By the end of the first training day, all the teachers had put their children into heterogeneous teams. Targets were set and the senior team took responsibility for making sure these were met and for providing any support needed.

Over that academic year, we continued with lots of in-class support, including coaching from Kagan. Twilight sessions addressed common issues, as did "fixing" classroom practice during the coaching sessions.

Some of the main elements of the programme include: seating all children in heterogeneous teams of four; developing classroom relationships and synergy through team and class building; using structures such as a "timed pair share" to ensure that all children participate equally and are accountable for their learning. This gives each child the same amount of time to talk. At the end of the set time, the child who is listening has to process what they have heard. It is then their turn to share while the other child listens.

We regularly reinforce to staff that we need to use timers to make sure all children get an equal opportunity to talk, and that we no longer use hands-up because we want

all children to engage. Training therefore focuses not only on the "how" but also on the "why".

We also practise what we preach. In our adult learning sessions, we sit in mixed teams so that all the staff work together. We use simple structures, such as a "rally robin" or a "timed pair share" in assemblies, and, at the beginning, looked for the use of specific elements of the new pedagogy to make sure that all our feedback focused on that.

Six years on we still have monthly training sessions and regularly evaluate our training. Since its introduction in 2011, mixed prior attainment grouping has had a positive impact on all pupils. In key stage 2 the number of children reading at age-related expectations increased by 9 per cent from 2011 to 2016, in writing the increase was 20 per cent and in maths it was 10 per cent.

Research articles

[Law, et al, Early Language Development Summary of research on Kagan Structures](#)

https://www.kaganonline.com/free_articles/research_and_rationale/

[The EEF Teaching and Learning Toolkit](#)

Reviews



Our blog reviewer of the week is
Jon Hutchinson

@JON_HUTCHINSON_

Let our voices be heard

Sam

On March 15, children across the country walked out of their lessons. Why? "To protest against the world leaders' attitudes towards climate change". This protest was difficult for adults for a number of reasons. The flush of guilt as we quietly kick the can down the road. The sense of powerlessness when teenagers refuse to play the social contract game of doing what they're told. The lingering feeling that they just might be right. Adults argued with each other about the walkout, with the voices of those involved largely ignored. In this blog, 12-year-old Sam asks us: "What is the point in learning about people who broke the rules to change the world, like Rosa Parks or Nelson Mandela, if we're then told that we have no right to break the rules ourselves?"

The silliest feedback from work scrutinies

@goldandrewuk

Why was it that Frodo had to take the ring to Mordor? It was because Frodo was uninterested in power or glory, in fame or popularity, so the One Ring was unable to corrupt our hero. Andrew Old, I want it to be known, is the Frodo Baggins of educational blogging. He has almost

TOP BLOGS of the week

singlehandedly cast the evils of lesson grading, performance management, triple-marking, edutainment lessons and teacher-blaming for poor behaviour into the fiery pits of Mordor. This week, "book scrutinies" are under scrutiny. My favourite is probably "I got told my ticks were too big". SLTs take note, you don't want end up on one of Old's blogs.

Why knowledge-rich is the most child-centred way

@iQuirky_teacher

The Quirky Teacher has gained a reputation for her iconoclastic and polemical posts. Since unmasking her veil of anonymity, she has lost none of the fearlessness, nor the razor-sharp analysis. This piece deals with the dearth of knowledge specificity in the foundation subjects in primary, and how "child-centred" approaches such as "cutting, sticking and making of The Pantheon out of old toilet roll tubes" doubly disadvantage those pupils already most vulnerable in school. I don't agree with everything that QT writes, but I'm grateful that she writes blogs like this one, challenging well-intentioned, but ultimately dangerous orthodoxies.

Future of education 3) Calvin Robinson: Leave the curriculum alone, and focus on quality of delivery

@calvinrobinson

I think that it was Aristotle who wrote, "it is the mark of an educated mind to entertain an idea without necessarily accepting it". In any case, it's a good thing to seek out, with an open-mind, arguments that challenge your own politics. And so, let me present to you a blog from conservativehome.com. The baddies. Booooo. But, do "Michael Gove's more rigorous knowledge-rich curriculum" or "Nick Gibb's synthetic phonics policy" really collide with your own goals for children? Robinson thinks not. He is no parrot of policy, however, setting out where he believes the DfE has erred ("Some of the large MATs are doing an amazing job, but they shouldn't be allowed to monopolise or overshadow a local community's drive to open good schools"), and providing advice on what specific steps they should next take: "If a good education is the best form of enhancing social mobility, we're doing young people a disservice by allowing rampant bad behaviour to go unchecked... Behaviour should become the main focus of the next education minister."

The very peculiar case of Goodman, Smith and Clay (or why the whole language approach just won't die)

@TheReadingApe

Far too often, the debate on early reading instruction is all heat and no light. The Reading Ape is fast becoming the authority in this important area. This post traces the history of the "whole language", which "supports and encourages Goodman's (1972) guesswork technique for poor readers", why it "spread like wildfire" and the aftershocks that are still being felt today: "This [approach] resulted in 20 per cent of all six-year-olds in New Zealand making little or no progress toward gaining independence in reading in their first year of schooling (Chapman, Turner and Prochnow, 2001)". Having a look at The Reading Ape is required before any debates on reading.



Halfon's 'reckless' plan to scrap GCSEs is 'non-starter', says baccalaureate fan

Frank Newhofer

While I sympathise with Tom Sherrington's view that Robert Halfon's views on the current examination system is a "reckless dream", surely requiring our young people to be externally assessed at 16 is unnecessary?

But it is not so much GCSEs that need reforming as the structure of learning opportunities (the curriculum) that underpins this anachronism. All pupils need the right opportunities to develop the core competencies and skills essential to them being able to thrive in the 21st century.

The challenge for effective schooling is to provide the essential menu of opportunities whereby all pupils can discover what they are really good at, what they enjoy and what motivates them.

National Baccalaureate criteria do not fulfil that need. What young people need is a broad-based curriculum up to the age of 14 at which point many (but not all) should be able to choose to "specialise", to build on their enthusiasms. This will also foster motivation and a more positive school environment.

We need our schools to cater for all their pupil's emerging talents and to provide them with the best possible accreditation of their true worth as they emerge to face an ever more complex world.

Re-focus pupil premium on teacher retention and CPD, say MPs

Roger Titcombe

The pupil premium in combination with the flawed Progress 8 measure has become a malign, perverse incentive.

New yoga trial aims to tackle high exclusion rates

Gemma Carey Clarke

I am a children's yoga teacher (and a school teacher) and I have been working with the children involved in this study.

The children we are doing yoga with are finding it very difficult to access education due to sensory differences, mental health or emotional needs that are beyond their control or ours.

The children report that they feel better and are better able to focus after yoga. I appreciate I am biased, but I honestly think it doesn't matter what educational principle or structure we

REPLY OF THE WEEK Robert Halfon MP

Halfon's 'reckless' plan to scrap GCSEs is 'non-starter', says baccalaureate fan

Tom Sherrington, a trustee of the National Baccalaureate Trust, took issue with my proposal last week to move towards a holistic baccalaureate at age 18 as the main way in which students, and therefore schools, should be measured.

Reading his comments, I'm not entirely sure why.

Mr Sherrington makes clear that "anything that says scrap A-levels is doomed". Reading my speech, he will find no mention of scrapping A-levels. In fact, I think there is potentially a great deal of mileage in the work of the National Baccalaureate Trust to develop a holistic baccalaureate that draws on existing respected qualifications including A-levels and BTECs.

As for GCSEs, what I am advocating is the removal of the artificial and anachronistic cliff-edge at 16 that dates from before the raising of the participation age. What we need is a progress check at 16 on the way to a broad and balanced baccalaureate at age 18.

I would welcome a conversation with Mr Sherrington and colleagues at the National Baccalaureate Trust about how their work can continue to support the changes that I am advocating in our education system.



THE REPLY OF THE WEEK WINS A SCHOOLS WEEK MUG. CONTACT US AT NEWS@SCHOOLSWEEK.CO.UK TO CLAIM

apply to learning if the children physically aren't able to sit still and concentrate. They are grateful to be given tools to help them focus on their learning because they want to be able to access their education just as much as we want them to.

Empty free school sites will be rented to property guardians

Neil

This is great as these empty properties would be going to waste otherwise. We need to do all we can to help the younger generation find cheap places to live as so many of them are priced out of the current housing and rental markets.

WEEK IN WESTMINSTER

Your regular guide to what's going on in central government

MONDAY

It turns out that when he's not talking about sterilising people on benefits, Conservative MP and education select committee member Ben Bradley enjoys making misleading statements about his schooling.

The MP for Mansfield told ITV he was "kind of" but "not quite" booted out of primary school and was sent to grammar school by parents in an attempt to "beat some discipline into him".

Curiously, Bradley then explained how his parents had "sold the house and the cars and things to be able to pay for that", which is interesting, because traditionally grammar schools are, you know, free.

It turns out he was talking about a *fee-paying* grammar school, but he didn't make this remotely clear, even as he went on to speak about the need for "balance" in the education system.

Is it possible that Bradders neglected to say he went to a private school in an attempt to sound a bit more "down to earth"? A politician would never do that...

Also acting like it had something to hide

on Monday was the Department for Education, which decided to forego the usual fanfare over its decision to award a model music curriculum contract to ABRSM, Nick Gibb's favourite music exam board.

The selection was announced by Gibb in a tweet, but the DfE didn't bother with the usual public notices on its government website that is customary when the result of a tender is announced.

Could it be the DfE was hoping its selection of an organisation without classroom curriculum experience to design a curriculum for the classroom would go unnoticed?

TUESDAY

Straight-talking skills minister Anne Milton was in the hot-seat for this week's grilling of the Department for Education over its future spending plans.

Ex-nurse Milton is not known for mincing her words, which is probably why she was sent in to bat for her boss Damian Hinds in what's called an "estimates day" debate.

The debate, billed as an opportunity to forensically question ministers, ended up a bit of a damp squib, with many MPs using the session for rambling local newspaper-worthy soundbites about their own constituency schools, rather than grilling ministers on the finer details.

At least Milton spiced things up a little when, after

apparently being irked by comments from the opposite benches, she lashed out at MPs for point-scoring.

"Party political rhetoric has no place in a debate like this. It is, as many members have raised, the outcomes for those who service, that matters," she said, having just minutes before pointed out her party's record on education. *facepalm*

THURSDAY

Academies have now been around for the best part of two decades, so you'd think the government's advice on due diligence would be well-established by now.

But no, the Department for Education waited until there were EIGHT THOUSAND ACADEMIES to publish its first best practice guidance for governors, councils and academy trusts on the work they must do before rebrokerage.

Academy trusts have been clamouring for this sort of advice for years, feeling their way in the dark of a system that no-one had ever properly thought through. No wonder so many things have gone wrong.

The guidance itself also provides some interesting advice on how to get answers during stage two of the due diligence process.

"Use of open questions will allow information to be gathered that may help explain the process that has led to the current situation," the document states.

Worth the wait indeed.





Chief Executive Officer Salary £160,000



Are you an innovator
and a visionary who
can change the lives
of young people
with SEND?

Our pupils, students and staff are talented, unique and diverse, and we need a dynamic leader who can continue to develop and grow this outstanding organisation.

Orchard Hill College, based across seven college centres, and **Orchard Hill College Academy Trust**, comprising 14 academy schools, together form **Orchard Hill College and Academy Trust (OHC&AT)**, a family of specialist education providers for pupils and students from nursery to further education across London, Surrey and Sussex.

The uniqueness of OHC&AT is that it is fully representative of all designations of special education needs and disabilities. Pupils and students within the OHC&AT family have a wide range of learning abilities and additional needs including complex autism; speech, language and communication difficulties; social, emotional and mental health; and physical disabilities including multi-sensory

impairment and complex health needs.

The CEO needs to shape the future of the organisation and empower our staff teams so that our pupils and students continue to achieve their full potential.

Please visit www.ohcat.org for details of the role and further information about our organisation.

If you would like to discuss this opportunity at Orchard Hill College & Academy Trust please call Beverley Davidson on **020 8397 7001** or email bdavidson@orchardhill.ac.uk

Orchard Hill College & Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

Closing date for applications is Monday 11th March at 5pm
Interviews to be held on Thursday 21st and Friday 22nd March.



Headteacher

Scientia Academy - Mona Road Burton Upon Trent | Staffordshire DE13 0UF

Salary: £60,755 - £70,370 (L18 – L24) dependent on experience

Do you want to have an enduring impact on children's education?

Are you ready to be part of something challenging and exciting?

Do you want to provide exceptional opportunities for learning?

Scientia Academy is looking for a dynamic, passionate and inspiring headteacher with an excellent track record in school development and leadership to lead the success of Scientia Academy into the future and take us on the next stage of its journey to Outstanding!

Scientia Academy is a two form entry school for children aged 3 -11 years old, rated Good by Ofsted with Outstanding features. This is a truly amazing school, with modern purpose built classrooms, a state of the art ICT suite, 4D cinema, extensive library, art and craft rooms in an expertly designed learning environment.

We want our new Headteacher to share our passion for:

- Academic excellence, continuous improvement and innovation
- Making a positive difference to the lives of children
- Consistent high-quality teaching and learning
- Developing our future leadership team
- Working with parents, the community and other schools
- Strategic and commercial vision.

You will need to be a strategic leader who:

- Is a dynamic, and motivational with a proven success record of improving teaching and learning
- Leads by example and has a track record of raising standards and levels of achievement
- Is able to inspire and motivate staff
- Is an excellent, engaging communicator who will develop strong relationships with children, parents and the wider community.

We can offer:

- An exciting challenge where you can truly make your mark
- The benefits of being part of the forward thinking REAch2 Academy Trust - one of the most successful primary Trusts in the country
- A wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country.

We look forward to seeing you at one of our open days being held on the 4th & 9th March 2019 between 9.30am & 3.00pm at Scientia Academy, Mona Road Burton Upon Trent, Staffordshire DE13 0UF.

REAch2 is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An enhanced DBS check is essential for this role.

For an informal chat, please contact Cassie Leigh, PA to HR Director :

cassie.leigh@reach2.org

Applications

Application deadline: 15th March 2019

Open Days: **4th & 9th March 2019**

Interviews: **1st & 2nd April 2019**

Contract: **Permanent**

Salary: **L18-L24**

Job starts **September 2019**

You are invited to submit your application to:

Completed application forms and equal opportunities monitoring forms should be sent to HR,

cassie.leigh@reach2.org



Head of Education and Youth

Salary: £44,152 - £54,918

Location: Field Based

YHA is a charity. We work with 500,000 children and young people a year through stays in our 150 hostels; adventure in our activity centres and through our leading work in volunteering, traineeships, apprenticeships and youth employment. We have a thriving schools programme and work with partners to support access for those children and families who have challenging lives.

An exciting opportunity has arisen to join our Strategy and Engagement Directorate as our **Head of Education and Youth**. This newly created role is part of YHA's investment in supporting more children and young people to benefit from YHA's unique offer.

We are looking for a strong communicator with specific experience and skills within the Education/Youth networks. Ideally a qualified Teacher or Youth worker with a good understanding of contemporary education and/or youth work evidence and practise (equivalent experience considered). As **Head of Education and Youth** you will work closely with all departments across YHA but particularly with our Head of Programmes and Partnerships to lead on the charity's educational programmes.

The **Head of Education and Youth** is a field-based role and we can offer an element of flexibility such as part time, flexible working and even job share considered. Your home location is not a concern to us, however, there will be a need for travel throughout the network (England and Wales) including the occasional overnight stay and a requirement to attend National Office in Matlock, Derbyshire at least once a week. The organisation makes good use of various communication opportunities such as conference calling to manage dispersed teams.

The Head of Education and Youth key role responsibilities will be:

- To develop the charity's education and youth work approach building on our 90 years of experience, our current excellent provision for over 500 000 children and young people a year and our aspirations as we form our 10 year strategy.
- To represent the charity in the youth work and education sector with a particular focus on understanding how YHA's approach can respond to the needs of all children and young people; particularly those who may have had adverse childhood experiences and/or those who are less likely to access the services that we offer.
- To increase reach and impact of our existing programmes but also developing new evidence informed programmes that respond to need and make best use of our assets.

- To work closely with Volunteering and HR functions to design the 'YHA Academy' an approach to how we use YHA's volunteering, staff, traineeships, apprenticeships and staff opportunities to build the skills and life chances for young people who could benefit the most.
- To take the lead on our youth engagement work including considering how user voice is influential in all aspects of YHA's work.
- To Work with Evaluation and Impact Manager to support the development of evaluation and impact tools and reviewing resulting data.
- To work with Fundraising Function to develop successful fundraising approaches

The ideal candidate for the role of Head of Education and Youth will have:

- Experience of programme development
- Experience in supporting young people's engagement in governance, service design and service delivery
- An understanding of how to support broader access to services with a particular view to expanding reach of YHA's services to a) more young people b) more young people who traditionally have not access residential, outdoor learning and other YHA opportunities c) more young people who have experienced adverse childhood experiences
- Experience of evaluating impact of education and/or youth work
- Connections into education and youth work networks
- Experience of working with Fundraising functions to support successful fundraising bids
- Evidence of Project and budget management
- Previous staff management experience - particularly managing through matrix structures where management may be discharged through project management rather than direct line management

What can we offer in return for your expertise as Head of Education and Youth?

- Car or Car Allowance (where annual mileage will consist of 10,000 miles or more)
- Generous holiday entitlement - 29 days + Bank Holidays.
- Auto enrolment into the YHA Pension Scheme.
- BUPA Healthcare Cash Plan
- 'Reward Me' incentive scheme for purchases with many retailers including Holiday, Insurance and much more
- YHA Membership, which gives hostel discount
- 10 Free Hostel stays per year (this is for leisure not business trips)

Do you have what it takes to drive our Education and Youth goals?

For a full Job Description please email: dawnholden@yha.org.uk

APPLY TODAY via YHA Jobs Website:

<https://jobsearch.yha.org.uk/yhauk/Search/Vacancy/all/1/3211816>

Closing Date: 15th March 2019



Head Teacher

Required for September 2019

Following the retirement of our outstanding Head Teacher, The Mount School is looking for a Head Teacher who can continue to build upon the excellence within our school. The Mount School is a small independent preparatory school (currently 106 students on roll), set in the leafy suburb of Edgerton in north Huddersfield. The school caters for children aged 3 – 11 years with a maximum class size of twenty students in each year group. We are looking for a Head Teacher who:

- > Has the skills and vision to inspire and build on the school's outstanding achievements
- > Is dynamic and strives for excellence
- > Is committed to providing fantastic learning experiences and who is kind, fun, considerate and caring

- > Has passion for teaching and encouraging the best from children and colleagues
- > Has a track record of outstanding leadership in a school and has experience of strategic planning and development
- > Relishes the opportunities for collaboration, support and challenge
- > Is committed to all aspects of safeguarding
- > Has strong interpersonal and communication skills

Visits are welcomed and will be available on **Wednesday 27th and Thursday 28th February** at 10:00am and 2:00pm each day.

The deadline for applications is **Friday 8th March** with interviews to be held between **Monday 18th and Wednesday 20th March 2019**.

To arrange a visit to the school, and an application pack, or for more information, please contact Mrs Piliu on **01484 426 432** or email susan.piliu@themount.org.uk.

All posts are subject to an enhanced DBS check. Proof of eligibility to work in the UK will be required.



Southwark Diocesan Board of Education Multi-Academy Trust
Developing Church of England Education

Finance & Operations Business Partner Salary £45-50k

The Southwark Diocesan Board of Education Multi-Academy Trust, based at London Bridge, is seeking to appoint an experienced individual to support schools across the Trust with their financial and operational responsibilities.

When a school becomes an Academy, many of the systems, structures and processes they are familiar with change. This role is an exciting opportunity designed to support our schools with the changes associated with Academy status and the ongoing support they may require including, training, developing staff and sharing best practice.

This post would be suitable for someone who has proven experience as a Business Manager within the education sector and who can support and develop staff across a number of schools and encourage new ways of working

Prospective candidates are invited to contact Thomas Scrace, HR Business Partner, (thomas.scrace@southwark.anglican.org)

Closing date: 12 noon Monday 4th March 2019

Interview: Friday 8th March 2019

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