

SCHOOLS WEEK

A digital newspaper determined to get past the bluster and explain the facts.



£1bn rebuilding bonanza favours marginal seats



P7

Why schools must embrace edtech revolution



P21

Excluded: AP leaders staring at six-figure deficits



P15

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The schools forced to turn kids away

- Stretched schools bring in caps to halt rocketing attendance rates
- Primary school attendance over five times higher than last lockdown
- Help plea for leaders in 'difficult position' as families struggling

FREDDIE WHITTAKER | @FCDWHITTAKER

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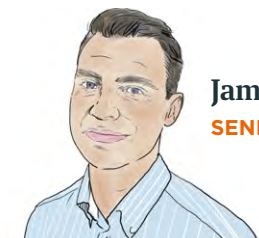
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Can schools cope with the trainee teacher boom?



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Au revoir, Erasmus. MFL will sorely miss you

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Schools forced to cap pupil places as attendance keeps rising

FREDDIE WHITTAKER

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INVESTIGATES

Primary schools are being forced to cap pupil places amid soaring attendance rates as the Covid crisis takes its toll on families.

Attendance peaked at 1.2 million last week, meaning that 15 per cent of pupils were in school, the highest level recorded this term.

The rise has been driven by an increase in primary attendance, up to 22 per cent on January 28, which is more than five times the average rate seen last spring. Secondary attendance remains at around 5 per cent.

But some primary schools are reporting rates of more than double the national average. The NAHT school leaders' union estimates that as many as 2,000 schools in England have had more than 40 per cent of pupils going in.

'I wrote to parents saying 'no more kids now''

Attendance at Abram Bryn Gates Primary School in Wigan climbed from 30 per cent in the first week back to 56 per cent this week.

Executive head Gillian Talbot said the school had been generous with its offer to key-worker families. "A parent working 40 hours a week from home is going to struggle," she told *Schools Week*.

But Talbot added: "I'm having to say we must now use the current guidance which says, if there's a parent at home, then a child should stay at home."

Long Wittenham Primary School, in Oxfordshire, has also had to cap numbers after attendance rose to 41 per cent. Headteacher Alison Bellingham said: "I wrote to my parents last Friday saying 'no more kids now'. We just can't staff it safely. "This is a very different lockdown. Parents are finding it incredibly difficult."

Another primary leader, who asked not to be named, said their attendance had hit 50 per cent and was "growing by the day as social circumstances change, such as families who have been made redundant and subsequently taken up jobs in the NHS or in food delivery".

The situation is even more acute in special schools, which have a national attendance



rate of 33 per cent, but some heads have reported attendance rates of upwards of 70 per cent.

Calls for attendance cap

Unions voiced concerns last month after the government expanded the list of pupils eligible to attend school. The critical worker list now includes more than 40 roles across eight sectors, and households with only one key worker are eligible to send children in.

Pupils struggling to engage with remote education – because of a lack of tech or a quiet place to work – can now also be classed as vulnerable.

Updated government guidance states that it is up to schools and councils to decide whether such pupils can attend based on "the needs of the child and their family, and a range of other factors".

Schools are also struggling with staff absences. The Department for Education estimates that 2 per cent of teachers and leaders and 3 per cent of other staff were unable to work for Covid-related reasons on January 28.

ASCL general secretary Geoff Barton said schools were being placed in a "very difficult position".

'Some parents are really starting to struggle'

Attendance at Sutton Courtenay C of E Primary, in Oxfordshire, has risen to 46 per cent in the past two weeks. Headteacher Rachel Hornsey attributed this to eligible families who had

initially kept their children at home finding things "extremely difficult" and an increase in vulnerability.

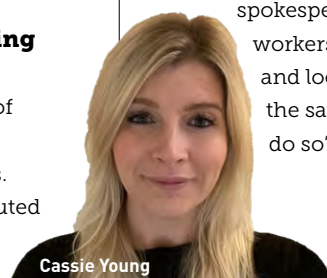
"As the lockdown goes on, there are families where we have become aware of the vulnerability and it's a proactive step where we've brought them in, simply because, if we don't, things are likely to escalate," she added.

Mark Unwin, head of Handforth Grange Primary School in Cheshire, is expecting attendance to reach 25 per cent next week, up from 16 per cent two weeks ago. "Some parents [are] really starting to struggle," he told *Schools Week*.

Cassie Young, head of school at Brenzett CE Primary School in Kent, where attendance has risen to 25 per cent this week, also pointed to "anxieties and pressure around home learning".

Greenacres Primary Academy in Oldham is now half-full. Vice principal Tim Roach said the school had been proactive in making a list of children who "we would ideally want in because we knew they would find it hard".

Prime minister Boris Johnson this week resisted calls to reopen schools fully before March 8. A Department for Education spokesperson said that "if critical workers can work from home and look after their children at the same time, then they should do so".



Cassie Young

No appetite for savings on £452m meal voucher scheme

JESS STAUFENBERG

@STAUFENBERGJ

The government has been accused of being “surprisingly unconcerned” about whether its £425 million free school meal voucher supplier profited “at taxpayers’ expense”, a committee of MPs has said.

A Public Accounts Committee (PAC) report found the Department for Education “missed opportunities” to save taxpayer cash by failing to renegotiate the terms of its contract with Edenred when the scheme was extended.

But the French firm said this week it “rejects entirely” any suggestion of profiteering.

The DfE came under fire last year for awarding the contract to Edenred without an open tender. The scheme was beset with technical issues in its first few months as parents faced lengthy waits and schools had problems accessing the order website.

Meg Hillier, PAC chair, said, “Despite the contract with Edenred growing more than five-fold, there was no discussion about tendering the contract, or even renegotiating it.”

The original Edenred contract lasted from March 28 to April 26, but was subsequently extended to June 24 and then August 31. As a result of the two extensions, the value of the contract increased from £78 million to £425 million.

But it emerged last year that the DfE did not seek to renegotiate the terms of the contract before it was extended.

DfE permanent secretary Susan Acland-Hood admitted during a PAC hearing last December that “if we had our time again, it is certainly something we should have looked at, although the contract was continuing to improve”.

But Hillier said: “Whether it’s getting life-saving equipment to frontline workers or food to hungry kids in poorer families, government’s failure to learn from its repeated contracting mistakes, over and over, large and small, is costing this nation too dear.”

In a subsequent letter to Hillier, dated January 13, Acland-Hood claimed it wasn’t possible to get a better deal.



“We were not advised to seek to negotiate the contract at any point,” she wrote, adding that the “uncertain duration” and “bespoke nature” of the contract framework meant “it was not possible to secure improved terms and extended delivery within the timescales available”.

She added the DfE had seen the level of profit made by Edenred through this contract and was “content it is reasonable”.

But the PAC report questioned why the DfE did not check on the firm’s income and costs “until after the scheme”, adding it has “provided no figures or explanation of any kind to back up that judgment”.

The report recommended the DfE strengthen its commercial skills by taking advice from the Crown Commercial Service.

It should also “take opportunities to renegotiate terms when it changes or

extends contracts”.

Geoff Barton, general secretary of the Association of School and College Leaders, said it “adds insult to injury to see the damning conclusion of this report that the DfE apparently missed potential opportunities to renegotiate the contract and reduce costs” - particularly when it “constantly lectures” schools about efficiency savings.

Edenred was contracted again to run the voucher scheme following the decision to partially close schools in early January. However, the scheme did not relaunch until January 18, almost two weeks after schools shut.

The DfE did not respond to a request for comment on whether the contract was again awarded without an open tender.

An Edenred spokesperson said the firm “rejects entirely” any suggestion of profiteering, adding it has handed back one per cent of the contract value to the government in rebates since the beginning of the scheme. “This means the taxpayer paid less than the total value of vouchers distributed to families.”

They added that Edenred “delivered a programme which has provided vital support for families through the pandemic and value for money for the DfE” and the recent relaunch has “attracted consistently high satisfaction ratings from parents and schools”.

Just 92 schools reimbursed for using other schemes

About one-fifth of schools used their own catering arrangements instead of national vouchers – but only 92 have been reimbursed for costs.

The Department for Education promised in April last year that schools using their own set-ups, instead of the Edenred-run national voucher scheme, would have their costs reimbursed. National vouchers were paid for by the government.

However, schools had to meet certain criteria to apply for the “exceptional costs” fund, including having to use up their reserves first. It was also capped at £75,000 for the largest schools.

Susan Acland-Hood, permanent secretary at the DfE, said 135 schools submitted applications relating to free school meals, with just 92 “validated and paid in full”. The majority of the others were advised to “request a portion of the funds in the second claims window”.

This represents a tiny amount of the around 22 per cent of schools using their own catering arrangements rather than national vouchers.

Acland-Hood confirmed last month no such conditions will be attached in this lockdown to claim back cash, although schools still need a “decent audit trail”.

Williamson won't commit to delivering laptops before schools reopen

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Schools will be able to order the remaining 300,000 promised laptops from next week – but the education secretary will only commit to delivering “the majority” by the time they are due to reopen.

Data released by the Department for Education (DfE) on Tuesday showed the number of laptops dispatched to schools had fallen for a third week running. A total of 51,676 laptops were sent out last week, down from 74,489 the week before (see table).

The government had originally pledged to supply one million devices but committed to an additional 300,000 laptops and tablets in January following the partial closure of schools.

Writing for *Schools Week*, education secretary Gavin Williamson said that schools with the most disadvantaged pupils would receive the additional devices first. He added that the “majority of device deliveries” would be completed “by the end of the first week of March”.

As of last week, 927,689 laptops had been dispatched. Nearly 40 per cent of those (365,268) have gone out since the start of the year.

But the rate of delivery has now fallen to around a third of what it was at the



beginning of last month. Between January 4 and 11, the DfE dispatched around 140,000 laptops to help schools meet the new requirements for lockdown learning.

If rollout continues at the same pace as last week (51,000), then all schools will not receive their promised devices until March 21.

Williamson pledged to work with “the sector to make sure children can access the education they deserve, whether that’s remotely or in the classroom”.

Meanwhile the £6 million edtech demonstrator scheme will be extended into next year. Williamson said this was so “more schools and colleges can build staff capability” to ensure the “adoption of technology is bound by strong pedagogical rationale or business need”.

The programme was announced as part

of the DfE’s edtech strategy in 2019 to help teachers use technology to reduce workload, support professional development and improve pupils’ results.

However, following the onset of the coronavirus pandemic, the DfE shifted its focus to help ensure pupils could access good quality remote education.

The network now includes 48 schools and colleges. Williamson said that more than 11,000 schools have benefited from the programme so far.

In December, a number of demonstrator schools told *Schools Week* of their desire to continue the programme and secure the programme’s “legacy” beyond the pandemic.

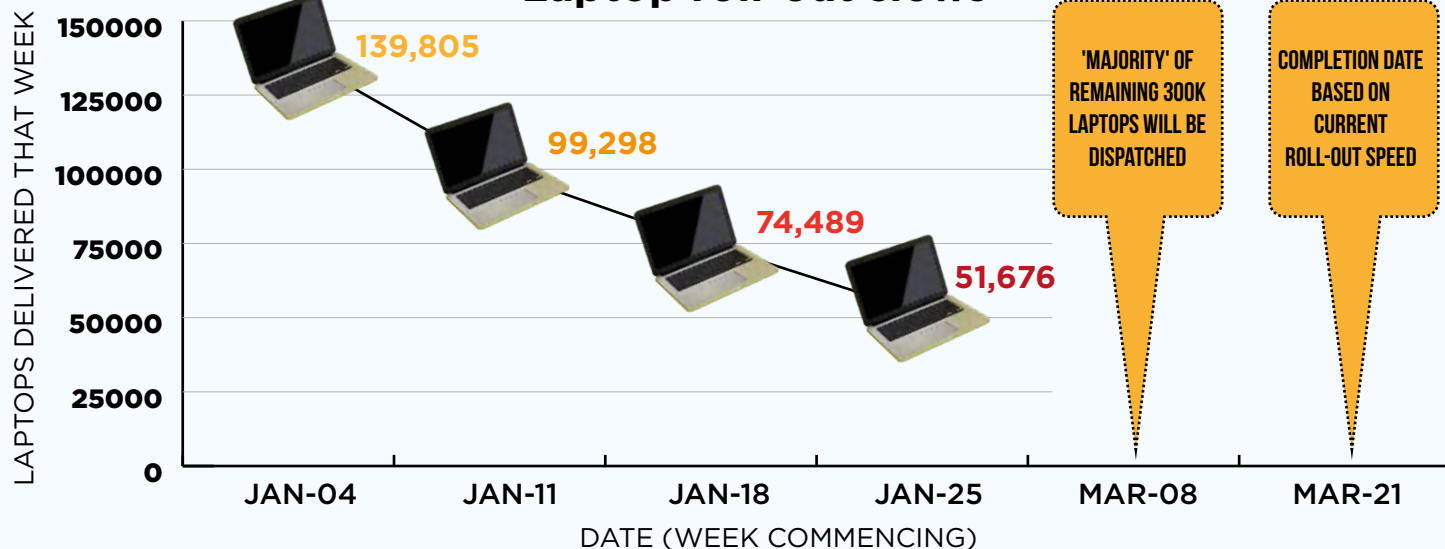
Williamson said the extension would “help address our long-term ambition of building the digital capabilities of everyone working in our education communities – whether that’s by driving up standards, helping children catch up on any learning lost to covid, reduce teaching workload or saving schools money”.

He added: “We need technology to deliver in schools and not become an expensive white elephant. We want pupils to be able to access high-quality teaching wherever they are but we also want to help teachers to enjoy its benefits.

“It can strengthen professional bonds and give teachers the chance to share resources and learn from each other.”

Gavin Williamson’s piece page 21

Laptop roll-out slows



Winners of £1bn rebuilding cash revealed

FREDDIE WHITTAKER

@FCDWHITTAKER

A third of the £1 billion school rebuilding projects announced by the government today are in marginal seats – including several ‘red wall’ constituencies won by the Conservatives in 2019, *Schools Week* analysis shows.

The Department for Education has named 50 schools that will form the first tranche of its new ten-year school rebuilding programme ([see full list here](#)). They will split £1 billion in funding for rebuilds, averaging £20 million per school.

Analysis by *Schools Week* found that of the 50 projects, seven are in seats currently held by the Conservatives with majorities of less than 5,000 – including five in so-called ‘red wall’ seats in the North and Midlands won from Labour in 2019.

A further nine are in seats where Labour MPs hold majorities of less than 5,000, many of which will be key targets for the Conservatives at the next election.

Forty-six per cent of the projects are in Conservative safe seats – including one in education secretary Gavin Williamson’s own constituency of South Staffordshire. Twenty per cent are in safe Labour seats, Stretford and Urmston, represented by shadow education secretary Kate Green.

The DfE told *Schools Week* that the 50 schools selected are those most in need of rebuilding based on condition improvement data already held by the government, with the decision ultimately made by education secretary Gavin Williamson. Schools did not need to apply.

More than 70 per cent of the schools are in the North and Midlands.

The £1 billion first phase of the school rebuilding programme was announced last year. The government has said it will deliver 500 such projects over a ten-year period, but future funding amounts won’t be confirmed until the next spending review.

The DfE said the first 50 projects will “create modern education environments, providing new facilities from classrooms and science labs, to sports halls and



dining rooms”. Construction on the first rebuilds will start in the autumn, and the government has said the majority of the 50 are “expected to be completed within three to five years”.

Williamson said the projects were “just the start of our major ten-year programme, transforming hundreds of schools and improving the education of tens of thousands of children”.

Alison Rigby, head of St John Fisher Catholic High School in Wigan, which is one of the projects, spoke of her “sheer delight that our young people will have access to modern, state-of-the-art facilities in the future”.

But although he welcomed the announcement, Geoff Barton, general secretary of the ASCL leadership union, said it needed to be kept “in perspective”.

“There is still an enormous backlog of repairs and refurbishment needed to the whole school estate,” warned Barton. The National Audit Office found in 2017 that it would cost £6.7 billion to bring every school building up to ‘satisfactory’ condition.

Ministers have also approved 21 free school projects in wave 14 of the programme ([see full list here](#)). It is the first announcement of free school approvals

Areas with most school rebuilds

North west	14
West Midlands	12
East Midlands	6
Yorkshire and the Humber	4
London	4
South west	3
East of England	3
South east	2
North east	2

since June 2019. Prime minister Boris Johnson re-launched the 14th wave of applications in September 2019 after the process was delayed.

Like the previous wave, applicants to wave 14 were required to demonstrate a “basic need” for places in their area, as well as evidence that their school would serve an area of educational underperformance.

The government said ten of the 21 schools approved today were in “some of the most deprived areas”.

PM appoints 'recovery' tsar - but still no catch-up plan

SAMANTHA BOOTH

@SAMANTHAJBOTH

Downing Street has appointed Sir Kevan Collins as the government's new "education recovery commissioner" to oversee a "comprehensive" Covid catch-up programme.

However, apart from repeating a commitment to provide £300 million more in catch-up funding this year, no further details of the programme have been released by the government.

Prime minister Boris Johnson had also promised "specific initiatives for summer schools and a Covid premium to support catch-up". The government said this week "potential plans" for summer schools would be "developed in partnership with the education sector".

Collins will be tasked with overseeing the programme to help youngsters who have lost out on learning because of the covid-19 pandemic.

For eight years up until 2019, Collins was chief executive of the Education Endowment Foundation (EEF), one of the organisations now running the government's National Tutoring Programme.

He also worked as a teacher and director of children's services in his 30-year career and was "evidence champion" for the government's opportunity areas programme in 2017.

Johnson said Collins' "experience and expertise will help ensure every young person is supported to catch up on their education and gain the skills and knowledge they need to be able to seize opportunities in future".

The appointment was announced by Downing Street, rather than the Department for Education.

In his new role Collins will "work with government to deliver measures that will support children who have missed out on face-to-face education due to extended school closures.

"This will include addressing factors such as curriculum content and quantity of teaching time in the coming months, to ensure the impact the pandemic has



had on learning is addressed as quickly and comprehensively as possible," the announcement added.

Collins, whose role is unpaid, will report directly to the prime minister and education secretary Gavin Williamson. He will "consult closely" with parents, teachers and schools in the role.

The DfE confirmed the position was not advertised. A direct appointment was made due to Collins' extensive knowledge and expertise in education and the urgency of the challenge, a spokesperson said, adding there is no requirement to have an open competition for a fixed-term advisory role in these circumstances.

Collins' will continue with his roles as committee chair at the Youth Endowment Fund and vice chairman of Learning By Questions, an online teaching tool.

Collins is a vocal fan of the pupil premium, writing in 2018 that schools should regard it as "absolutely legitimate to spend their pupil premium to get – and keep – the teachers they need to deliver that high-quality teaching".

In an interview with the *TES* in 2019, Collins said England has a good education system "but it is not yet good enough for everybody. Nothing matters more than education. And we're not funding it adequately."

He is also the second recent appointment to a key government role from the Michael Gove era.

While education secretary, Gove set up the EEF – which Collins went on to run – with a £125 million government grant to help schools close the disadvantage gap based on the best available evidence.

Inspiration Trust chief executive Rachel de Souza was also appointed as children's commissioner last year. Gove once said his "ideal education policy would be to clone Rachel 23,000 times".

Williamson added Collins is a "tremendous asset to those young people, their families and everyone working in education, who have my lasting gratitude for their efforts to support young people throughout the pandemic".

Collins was not available for interview yesterday.



Lost learning panel has 'no focus and no membership'

SAMANTHA BOOTH

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EXCLUSIVE

An expert group which ministers promised would find solutions for uneven lost learning across the country is being "refocused", leaving its membership up in the air, two months after it was announced.

Before exams were cancelled in December, the Department for Education (DfE) said that an advisory panel would "monitor and advise on lost and differential learning" because of the pandemic. Ofqual had described learning loss across different regions as "one of the most intractable issues".

Schools minister Nick Gibb said at the time that the group would make initial recommendations in the early spring and remain in place for the rest of the academic year, reporting regularly. However, two months on, members of the group have still not been confirmed.

Wes Streeting, Labour's shadow schools minister, said: "The government has again been far too slow to act and, two months after this expert group was announced, it has no focus and no membership."

"The government is once again showing that it has no plan for children's education, leaving a whole generation at risk of being left behind."

In response to a question from Streeting, Gibb said that "in light of the decision to cancel exams, the department is refocusing this group and is working to finalise the terms of reference and membership."

"We will ensure that membership is



Nick Gibb

representative of the sector and is geographically diverse. Further details on membership and priorities of the group will be provided in due course."

Schools Week asked the DfE what "refocused" meant, if members had been chosen and when it would be announced. A spokesperson just reiterated that details will be provided in due course.

Geoff Barton, general secretary of the Association of School and College Leaders (ASCL), said that while the "little progress" so far was "slightly frustrating", the union was pleased to hear that the group's formation was still on the cards.

"It is still very much needed in terms of reviewing the plans for assessing GCSEs, A-levels and other qualifications this year, to ensure these arrangements sufficiently take account of differential learning loss, and helping to guide the planning for exams in 2022 to ensure the disruption to this cohort is fully addressed," Barton added.



Wes Streeting

Lee Elliot Major, professor of social mobility at the University of Exeter, said one of the "biggest challenges for assessing grades this year will be ensuring they are as fair as possible for pupils who have suffered greater learning loss than others through no fault of their own – so any expertise drawn together to look into this issue would be welcome".

The ASCL now wants the department to "immediately" commission independent subject reviews into lost learning. These should identify the areas of course content that have been studied in the least depth nationally, the union said.

"The findings should be shared with colleges and universities as soon as possible to inform their curriculum planning for the new academic year. This will ensure that students most affected by the pandemic are not at a disadvantage when they begin their next stage of education."

Attention is also now switching to plans for next summer's exams. The ASCL has called on the DfE and Ofqual to consult on proposals for the summer 2022 exam series "as soon as possible".

An Ofqual spokesperson said planning for 2022 exams was "underway" but added: "Right now our focus is on providing certainty to teachers and students on summer 2021 assessment arrangements."

Schools Week revealed last week how an Ofqual committee originally set up to oversee the summer exam series was to be disbanded as GCSE and A-level have been cancelled. It means the experienced former chief regulator Dame Glenys Stacey will no longer have a role in overseeing this summer's grading system.

SAMANTHA BOOTH | @SAMANTHAJBOTH

Students lead record response to exams consultation

Ofqual has vowed to read every response to the open questions in its exams replacement consultation, despite a staggering 100,586 submissions.

The record-breaking response was in part driven by youngsters finding their voice, with nearly half of the responses – 48,873 – coming from students.

Education secretary Gavin Williamson told *Schools Week* that the "overwhelming" response makes it the "department's largest-ever consultation". But Joe Woodcock, community manager at The Student Room

said students were "very concerned" about suffering the "same fate" as those involved in last summer's grading fiasco.

"Students will have seen their peers' futures being put in jeopardy in circumstances outside of their control last year. Therefore it is no surprise that, given the chance to have their voices heard this year, students have taken the opportunity in such a large number," he added.

For the closed questions in the response, Ofqual has confirmed that it is using a "smart survey" system to collate the responses. A

spokesperson added: "We are also reading every response to the open questions that invited respondents to add their views on the proposals."

Ofqual said it had drawn in "extra resources" to deal with the deluge, with a team reading "all the responses" as they are submitted. However, the regulator refused to provide details of how many people are working on it.

Of the 12,600 responses to last year's consultation on replacing exams, just 1,939 were from students.

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Long read

How schools are coping with a recruitment boom in Covid times

SAMANTHA BOOTH
@SAMANTHAJBOTH

The pandemic-spurred boom in teacher training applications has continued this year with the arrival of another wave of potential recruits. But, as schools are forced to limit on-site attendance amid a third lockdown, can they handle this influx of new trainees?

A Covid recruitment boost saw the number of people starting initial teacher training (ITT) courses rise by nearly a quarter in 2020-21. It meant, for the first time in eight years, that the government met its recruitment target for secondary school teachers.

And the boom has continued into this year. Analysis by Jack Worth, a National Foundation for Educational Research economist, shows applications in January were up 26 per cent compared with the same time last year.

Government cuts to training bursaries – some by as much as 73 per cent with others scrapped altogether – has partially “dampened” the spike, Worth added, but still the numbers are significantly up.

Depending on teacher retention rates, the sector would most likely be in a “very healthy position” for the coming years, Worth said. The boom, however, is uneven.

Worth’s analysis shows London and the South-east picking up the most new teachers (39 per cent and 30 per cent respectively), while rises in northern regions are much more limited (see table).

And any spike in applications will challenge schools to provide placements for more students as part of their training courses.

Four-fifths of 247 ITT providers surveyed in June said they were more concerned about securing sufficient school placements for this year, compared with previous years. The University of Sunderland, which had 1,033 students on ITT courses this year and 815 last year, ran placement capacity audits at schools to manage the rise.

Professor Lynne McKenna, academic dean of the university’s Faculty of Education and Society, said this “enabled us to be confident of



not only providing placement opportunities for students, it also was about using that intelligence to support filling the teacher supply needs of the region and beyond.

“Regular and consistent communications to school partnerships is key here, and by reassuring them about the benefits that hosting a trainee teacher can bring to their school, I am confident offers of placement opportunities will continue.”

Professor Sam Twistleton, director of the Sheffield Institute of Education, said schools have adapted “really well” to integrate trainees – despite the Covid problems. His institute has enrolled 1,554 trainee teachers this year, 19 per cent more than last year.

But Twistleton, who is also chair of the DfE’s ITT content group, added that she would be “interested” to see how the department could “incentivise” schools to take on placements at a higher volume.

How is technology helping?

The National Foundation for Educational Research estimated in July that Covid had slashed capacity for placements at primary schools

The north falls behind in trainee teacher boom

% RISE IN NO OF APPLICANTS FROM JANUARY 2020, TO JANUARY 2021

London	39%
South East	30%
East Midlands	24%
South West	24%
East of England	22%
West Midlands	17%
North West	16%
Yorkshire and The Humber	13%
North East	9%

Analysis by Jack Worth, NFER

by 20 per cent, and 7 per cent at secondaries. But schools have embraced technology to find innovative ways to host trainees – with some even taking on more than usual.

At the Great Schools Trust (GST), in the North-west, 80 students from two universities watch live lessons being delivered, with a debrief from either teachers or course leaders at the end of the day.

Continued on next page

Long read



A survey of 141 school-based providers in October found that 92 per cent of trainees were already in a school. Only 8 per cent of placements were delayed until later in the autumn term, with one provider waiting until after Christmas.

Emma Hollis, executive director at the National Association of School-based Teacher Trainers, said the GST's initiative could "absolutely" help those who have not successfully secured a placement. Technology could also, for example, give students studying in "leafy suburbia" the opportunity to experience classes in city centres.

The Department for Education has granted flexibility this year. Students no longer have to physically be in a school for 120 days. Usual rules to complete placements in two different schools have also been relaxed.

But department guidance "strongly" encourages schools to continue to host ITT trainees during lockdown, both on-site and helping with remote learning.

At Caistor Yarborough Academy in Lincolnshire, they are allowing students to stay on for a second placement if they have struggled to secure another. "As a school it allows consistency for us and the trainees, so we can continue to work with them and develop them," said assistant head Simon Chadwick.

ITT students are also teaching live sessions online and helping to set work for students at home.

Chadwick said that, while he thinks students

training during these times will be "very competent" in planning and delivering subject content, they may not be used to adapting to live situations and working with behaviour management.

Dr Andy Hind, head of secondary ITE at the University of Warwick, said Covid had "kicked us out of some of the routines and assumptions that we make about training. "It has made us look in a much more open and less closed-minded way at what can be done and what can benefit training."

James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, said that innovations "will be carried forward into the post-Covid world". But he warned that the "underlying reasons why we face periodic teacher supply problems will remain.

"We must take care to protect the teacher supply base provided through existing teacher education partnerships."

The DfE has launched a review to tackle the "overly complex" ITT market.

Shortage subjects see boost

% RISE IN NO OF APPLICANTS FROM JANUARY 2020, TO JANUARY 2021

Psychology	113%
Business	103%
Chemistry	90%
Art	79%
Drama	70%
History	56%
Music	49%
Maths	46%
Physics	44%
Dance	38%
Computing	38%
Classics	31%
English	23%
MFL	17%
RE	13%
D&T	7%
PE	6%
Geography	-13%
Biology	-21%

WHAT THE DFE SAID

Officials are considering what further interventions may be needed to support assessment of this year's trainees and will provide information in due course.

Any changes from the ITT market review would be implemented after the pandemic abates, and focused on changes in the

sector over the long term.

The "continued surge" in applications was "great" to see, but the priority remains "working with the sector to respond to the challenges they are facing due to Covid and enabling trainee teachers to continue their courses and enter the workforce."

Will £6m Institute of Teaching's legacy be shortlived?

A new, publicly-funded teacher training and development institute could be freed from its obligations to the government within just four years, prompting fears about the project's longevity.

The Department for Education told potential providers that it does not expect to reprocure the contract to run the Institute of Teaching at the end of its initial framework agreement.

It was announced last month that the institute would deliver teacher training, the government's new early-career framework for new teachers and national professional qualifications for more experienced staff across at least four regional campuses.

But it has since emerged that providers will be expected to make use of existing buildings and there is no guarantee of capital

funding for building work, prompting further concerns that the project could be shortlived.

"If it is to be funded through the issuing of short or medium-term contracts, its sustainability must be open to question," said James Noble-Rogers, chief executive of the Universities Council for the Education of Teachers, which represents higher education-based teacher training providers.

"That would mean it could potentially undermine existing ITT and CPD provision, and then disappear, leaving a gap with no one left to fill it."

During a market engagement webinar for potential providers last week, DfE officials revealed that the institute would get £6 million in launch cash. Its services would then be funded on top in the same way that

existing providers are.

The institute will be expected to train a small pilot cohort of trainee teachers from next September, recruiting at least 500 trainees in 2023 and 1,000 in 2024. It will also be expected to provide the ECF to 2,000 teachers and NPQs to 1,000 from 2022.

However, the institute "will no longer have contractual obligations to the department" if the government proceeds with its plan not to reprocure the contract after four years.

"We anticipate that the institute may look to continue providing exemplary delivery of the teacher development pathway, as well as supporting other organisations to understand and implement best practice in teacher development delivery," an official said.

Guidance speed read



Covid-19 updates: what you need to know

The government updated lots of different sections of its guidance this week for schools during the Covid crisis. Here are the key points you need to know...

REMOTE INSPECTIONS CONTINUE INTO MARCH

In-person routine inspections will not be returning until March 8 at the earliest.

Ofsted had originally planned to undertake remote inspections until the February half-term before reviewing its next steps.

Ofsted can still conduct on-site inspections if it has immediate concerns over safeguarding, leadership or failure to provide education.



TEACHER GRADES FOR PEARSON IGCSES

Pearson has cancelled exams for its international GCSEs and A-level series and instead is using teacher-assessed grades.

This will "ensure a level playing field for all" and protect the safety and wellbeing of students, Pearson said.

The qualifications are mostly taken by private schools, who will get "fully comprehensive support" to award grades. Additional exams will also be run in the autumn. Cambridge International says its IGCSE exams will still go ahead.



KEEP PAYING SUPPLIERS DURING LOCKDOWN

The DfE has re-issued its supplier relief guidance, which tells schools how they should handle continuing to pay their suppliers during the period of lockdown.

As schools are still receiving their core funding, they "will therefore be in a position to support suppliers at risk". The advice is similar to guidance issued last year.

The new guidance states that suppliers "should not expect to make profits on elements of a contract that are undelivered during this period". Relief payments to suppliers "must not be used" to cover costs of staff who are furloughed.



EXCEPTIONAL COSTS FUND FOR TESTING SET UP

Secondary schools have finally been given full guidance on how they will be funded to carry out testing of staff and pupils.

Funding will be calculated based on the number of test results submitted by schools (a change in approach – it was due to be based on pupil numbers).

There is also a promise of funding for exceptional costs for schools that spent more than their allocations because they were acting on the old guidance. But this will be subject to different conditions, and further details have not been provided.



VENTILATION PRIORITISED IN SCHOOL SAFETY RULES

The DfE has updated its "restricting attendance" guidance for schools, with ventilation moved up the priority list in the system of controls.

The rule was previously number eight on the controls list, but has been moved up to number seven. The DfE said the list had been reordered to "make clear [the] importance of ventilation".

The move comes amid growing concerns about airborne transmission of Covid-19.

STAY AWAY FROM SCHOOL IF YOU HAVE SYMPTOMS

The wording in a section on prevention has been strengthened to make it clearer that pupils, staff and other adults who live with someone with Covid symptoms should stay away from school.

It goes on to say that, if anyone in school becomes unwell with Covid symptoms, the other members of their household including siblings "should self-isolate starting from the day the individual's symptoms started" – or from the day their test was taken if they have no symptoms but test positive.

The guidance previously stated only that those living with people with symptoms should self-isolate for 10 days "from the day after the individual tested positive".





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AP in crisis: deficits, closed sites and restructures

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

A leading alternative provision setting is being forced to close a specialist site due to a creaking high-needs funding system exacerbated by Covid. Others facing six-figure deficits are considering restructures.

The London East Alternative Provision (LEAP) will have to close the Tommy Flowers Vocational Centre in Whitechapel at the end of the year despite delivering career-oriented courses to excluded pupils there for more than 14 years.

The decision follows a drop in referrals to APs because of fewer exclusions during lockdown. A crisis in the sector is looming and some settings face deficits of hundreds of thousands of pounds, according to leaders.

'This could end in a complete restructure'

Astrid Schon, headteacher at LEAP, which is graded "good" by Ofsted, said her setting was currently running a £300,000 deficit that will be significantly higher by 2024 if staff and maintenance costs are not reduced.

Staff are "completely devastated" that seven teachers and six teaching assistants are being made redundant and the provision ended, she said.

"We're very disappointed [...] It was a unique selling point for us and allowed us to create a curriculum and vocational provision that was entirely managed and quality controlled by us."

LEAP will have to send its pupils to vocational courses elsewhere next year, and will also require agency staff if the pupil roll increases. Neither option is helpful for pupils who "struggle with change", Schon said.

Meanwhile Aspire AP Academy in Buckinghamshire said its "funding was down" because pupil numbers have halved, while Caron Johnson, executive headteacher at The Rowans AP Academy in Medway, Kent, said she only has 55 pupils on the roll instead of about 70.

This means the school is running a £150,000 in-year deficit and has been unable to replace two members of staff.

An ongoing funding shortfall "could ultimately end up in a complete restructure of the school", Johnson said. But she



Mark Wood



The Tommy Flowers vocational centre that LEAP will be losing

Astrid Schon, headteacher,
London East Alternative
Provision

thinks this is avoidable as her local authority is "very supportively" paying for much more early intervention work.

Councils providing placement cash patchy

That support is patchy, however. AP leaders are also warning of a "postcode lottery" over top-up funding that affects their ability to ride out the drop in exclusions.

Councils usually commission AP placements at £10,000 each and then provide additional "top-up" funding for each pupil on the roll. While some pay it up front, most councils only hand over the cash when a pupil takes up the place.

For instance, LEAP is commissioned for 200 places at £2 million but this only makes up half of its funding, according to Schon. The remaining top-up funding has not all come through because of a 30 per cent drop in referrals.

Another leader at an AP academy in the West Midlands, who did not wish to be identified, said it was also struggling to get funds from its council.

Government guidance issued in April last year said that, even if high-needs placements had not been agreed yet, authorities should be "willing to fund on the basis of previous patterns of placements and commissioning".

But the wording is too vague, according to the AP leader, who is "still waiting to see if our LA is going to honour the guidance".

If it does not, the setting is facing a deficit of between £300,000 and £400,000 by September.

'Let APs use furlough scheme'

Now AP leaders are proposing that top-up funding should come attached to commissioned placements and not pupil numbers. Some have called for an increase to the £10,000 base rate.

Mark Wood, chief finance officer at Wellspring Academy Trust, based in Barnsley, said his seven AP settings have been able to ride out the drop in referrals because they have agreements with North Yorkshire, Lincolnshire and North East Lincolnshire councils to pay top-up funding according to commissioned placements "regardless of children in seats".

He said that they were "not subject to the impact of these fluctuations", adding that the arrangement was "how it should be" throughout the sector.

Meanwhile Kiran Gill, chief executive of AP teacher training charity The Difference, said the government should "explore a furlough scheme" for the worst-affected AP schools to avoid a crisis of capacity when exclusions rise after lockdown.

Sarah Dove, president of PRUsAP, warned in Schools Week last week that some settings have seen a 40 per cent decline in referrals.

A DfE spokesperson said AP settings and local authorities were expected "to work closely together [...] to help ensure that local capacity is maintained where places and expertise will be needed for the long term". They added the high needs funding formula was being reviewed.



Caron Johnson

Vaccines denied for special school staff – and then reinstated

SAMANTHA BOOTH

@SAMANTHAJBOTH

A clinical commissioning group has apologised for the confusion it created after cancelling Covid-19 vaccine appointments for special school staff – before reinstating them.

Schools Week revealed last week that thousands of special school staff had been offered the vaccine. But the approaches nationwide vary, with some local authorities including staff in the priority roll-out as frontline care workers, or offering them leftover supplies.

However, there was confusion in Berkshire after the local “allocations bureau” cancelled jab appointments for special education needs (SEN) staff last week.

The bureau, led by Berkshire West Clinical Commissioning Group (CCG) with Reading, Wokingham and West Berkshire councils, said it had “clarification” from NHS England that SEN staff “are not currently eligible” for vaccines.

The decision was reviewed this week, however, with staff told they can now have the vaccine again as they often look after clinically extremely vulnerable (CEV) children.

A bureau spokesperson said: “Under discretionary powers, it was recognised that as a significant number of SEN teachers had already been vaccinated, it would not have provided a fair or equitable outcome for those still waiting.” They added: “We would like to extend our apologies to all SEN colleagues across Berkshire for the confusion that happened recently regarding their ability to receive a Covid-19 vaccination.”

Schools Week has asked

EXCLUSIVE



both the NHS and CCG what the “clarification” was, but has received no further details.

A Public Health England spokesperson, on behalf of the Joint Council for Vaccinations and Immunisations, told *Schools Week* last week that “staff in some schools for clinically vulnerable children would fit the JCVI criteria of frontline care”.

A spokesperson for NHS England confirmed PHE’s definition that it “can include teachers who work with CEV children”.

Special school leaders told *Schools Week* they know of 81 councils that are offering SEND staff jobs, up from around 65 reported last week.

Meanwhile, in Kent, mainstream school staff were able to book appointments last month, after a link for health and care staff to book vaccines was shared “in error” within “some schools and via education social media groups”.

Kent and Medway CCG said it did not have a definite number of how many received a vaccine, but the “majority” of bookings were cancelled. Those school staff who did get a first jab will be offered a second dose.

Special school staff working directly with children with complex health needs will still be

able to have the job.

The Department of Health and Social Care is now considering whether to prioritise giving jabs to workers in certain occupations under phase two of the vaccine roll-out. Phase two will start after all of the nine at-risk groups have

been offered a first jab.

Osama Rahman, the Department for Education’s chief scientific adviser, said the department was working with the health department “to ensure that the education and childcare workforce is considered for prioritisation in the roll-out of the vaccine and this subject is regularly discussed by our ministers”.

The government hopes to offer vaccines to the 15 million people in the top four priority groups in England by February 15. This includes anyone aged 70 and over, those deemed clinically vulnerable, care home residents and staff and frontline health and social care workers.



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EDITORIAL

DO YOU HAVE A STORY?
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Catch-up commissioner is welcome, but what about a catch-up plan?

The appointment of the education evidence supremo Sir Kevan Collins as recovery tsar has gone down well in the sector.

Collins has built a solid reputation for policy based on evidence and has tons of experience both in and out of the classroom during a 30-year career.

It's a good job: his task is a huge one. A study by the Education Endowment Foundation last week (Collins' former employers, no less) found year 2 pupils were two months behind compared to previous cohorts.

The disadvantaged gap, however, had widened to seven months. Collins has spent the bulk of his most recent career in trying to close that gap at the EEF.

Appointing Collins is a good step. But a more pressing issue is coming up with a plan.

We're in the same old cycle of schools left waiting for support following big promises from politicians.

This time prime minister Boris Johnson has promised another £300 million for catch-up. He's

also banded around a programme of summer schools and a "Covid premium to support catch-up".

But we're still waiting. At the minute, we've got a catch-up tsar without a catch-up plan.

The National Tutoring Programme has been a good start – but it's not reaching anywhere near enough children. If the government continues to invest in the NTP rather than give the schools the cash, then the programme needs to be expanded, and quickly.

Again, the major announcement in education this week was made by Downing Street, as education secretary Gavin Williamson continues to be sidelined.

Does Collins appointment hint at who is actually running the show right now? Collins headed up the EEF, which was set up by Michael Gove during his time as education secretary. Dame Rachel de Souza – a Gove favourite – had also been appointed children's commissioner.

No matter who is pulling the strings, they need to be more ambitious – and move quicker.

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Why the government's £400m laptops roll-out is crashing

Sally Nunwick

I do think the lack of devices in primary schools has been exposed during this pandemic. We bought into the digital platforms two years ago after visiting a school in the LGFL [London Grid for Learning]. We just felt that there was always going to be "more technology".

We are a junior school with 256 pupils and, by autumn 2020, we had 128 Chromebooks on trolleys (leased so we know exactly how much we are paying out each year and always up to date) that pupils use all week (Google Classroom). We dismantled the old ICT suite at the same time – seems archaic now!

Thus, when the time came, we loaned out all the stock not being used for kids in school over the course of one day, our teachers and pupils and parents knew what they were doing with the kit and I just had to think about getting the free data for a few parents.

We are not a well-off area, but have 100 per cent access. I do think that schools should also think about future planning and investing in technology too, rather than waiting for handouts from the sclerotic DfE. Learning in school and at home needs to be more seamless. Otherwise, yes, they are just pieces of metal that no one knows what to do with...

Ofqual publishes 2021 summer exams consultation

Keith Moore

Exams are supposed to be cancelled because of the unfairness created by the pandemic. It is plain for all but Ofqual to see that the Covid situation will also have an impact on the proposed mini-exams.

It is quite bizarre that teachers are permitted to make allowances for illness and bereavement but not consider huge disparities in face-to-face tuition, which is surely the biggest element dictating performance levels in different schools.

Only teachers can judge the real impact of the pandemic in their institutions. They should have enough pieces of work to formulate a reasonably objective opinion of a candidate's worth and should be trusted to do so. If the work is representative of a student's ability, the time of its production within a student's programme of study is largely irrelevant.

Teachers should also be allowed to make some allowance for the disruption their students have suffered. It is indefensible to ignore this. It seems to me that "What might have been achieved" – something which this document is keen to dismiss – is a wholly

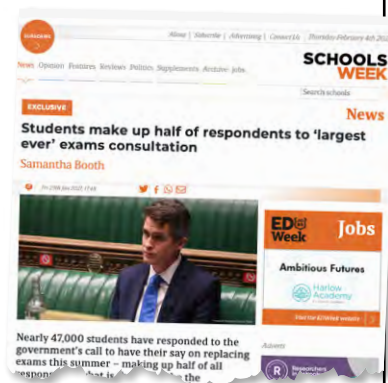
REPLY OF THE WEEK

Janet Downs

Students make up half of respondents to 'largest ever' exams consultation

Let's hope the DfE does not resort to a "text analytics" approach, which was used when it analysed the Schools that Work for Everyone consultation (closed

December 2016). The department justified this approach because of "the number and unstructured nature of the responses". Given that the number of responses to the exam consultation is larger, there could be a temptation to use the same shortcut. This is unlikely to result in the clear consensus about the appropriate course to take.



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

valid consideration under the circumstances. Such a judgment would require absolute faith in teachers and will not be one made possible by slavish adherence to external moderation. The stress imparted by this unnecessarily complex set of parameters will drive hard-pressed teachers further into work overload.

Alternative provision faces an unavoidable capacity crisis

Alison Woosey

There is a huge crisis on the horizon in terms of children's mental health and, rather than be prepared for it, APs are losing funding, and in some cases staff and provision. The storm clouds are gathering and the shelters are being dismantled.

DfE knew about new strain before issuing Greenwich direction, admits top civil servant

Ann Galloway

So, the DfE is admitting to a mistake in stating what it knew when. However, it is doubling down on the decision to keep schools open that week and consequently cause thousands of Covid cases and deaths to occur than would otherwise have done.

Which is the bigger "mistake"?

News

DO YOU HAVE A STORY?
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In tribute

Yvonne Conolly

The country's first female black headteacher has been remembered as a "trailblazing" educator whose "inspiration leaves a lasting legacy".

Tributes have flooded in for Yvonne Conolly who has died aged 81 following a long battle with cancer.

In 1969, a 29-year-old Conolly was appointed headteacher of Ring Cross Primary school in Holloway, north London. Six years earlier, in 1963, she had arrived in Britain from Jamaica as part of the Windrush Generation.

Speaking to the BBC in 2019, Conolly said she received racist abuse after her appointment, including a threat to burn the school down. She had to have a bodyguard accompany her to school.

"I had responsibility for all the children in my school, regardless of race or religion," she told the BBC. "In fact, the differences were less than the commonalities we shared and therefore one had to get on with it... I felt that I had a job to do in Britain."

During her 40-year career, Conolly went on to become an Ofsted inspector and was chair of



Yvonne Conolly

the Caribbean Teachers' Association.

Last year she was made CBE in the Queen's Birthday Honours and was also awarded the special Honorary Fellow of Education award from the Prince of Wales. Prince Charles said at the time: "I cannot begin to imagine the character and determination she must have shown to lead the way for black educators 50 years ago."



Yvonne Conolly, 29, during assembly at Ring Cross Infants' School, Highbury, London. She is the first West Indian headteacher in London

'She was an inspirational woman'

Richard Watts, leader of Islington Council, said: "I'm very sorry indeed to hear of Yvonne's passing. She was a constituent of mine and always a great inspiration to meet. My deepest sympathies to her family. Schools in Islington already study her life and we will mark her massive contribution to our borough."

Laura Henry-Allain MBE, award-winning author, said: "It was an honour to nominate Yvonne for a special services award to education, last year. We have to give flowers to legends when they can receive them. RIEP Yvonne Conolly."

Dame Alison Peacock, chief executive of the Chartered College of Teaching, said: "So sad to hear that Yvonne Conolly has died. I heard her speak recently about her long career as

a teacher and headteacher. She was an inspirational woman - more than 10 per cent braver."

A Department for Education spokesperson said: "We're sad to hear about the death of Yvonne Conolly, the UK's first female black headteacher. We spoke to Yvonne last year about her experiences and she remains an inspiration and leaves a lasting legacy."

Alison Kriel, former headteacher, said: "Very sad to hear that Yvonne Conolly had died. I recall using *Mango Spice*, her book of children's songs from the Caribbean, every day when I was an infant teacher."

Youlunde Harrowell, assistant headteacher at The Urswick School, in Hackney, said: "Sadly, Yvonne Conolly CBE has passed away

but the path she walked to allow so many people of colour to lead in the education sector can never be forgotten. Rest in Power Ms Conolly."

Ann Mroz, former TES editor, said: "I am so sad to hear this. Yvonne Conolly was a remarkable, trailblazing educator and a wonderfully supportive woman. The world is a lesser place without her. RIP Yvonne, you will be much missed."

Gary Nixon, chief executive of the Mayflower Specialist School Academy Trust, said: "This is so sad. My thoughts are with the wider family and community. Early in my career I worked as a teacher at Ring Cross Primary - an amazing place to work as a young teacher."

Opinion

DO YOU HAVE A STORY?
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Educational technology has taken great strides in the past year. Now the legacy of its impact must be secured for a generation, writes Gavin Williamson

There haven't been many rays of sunshine during this pandemic but one we can celebrate is the incredible way education communities have been using technology to deliver remote education.

Even for schools who had already embraced technology, Covid has forced a challenging step change and I continue to be enormously grateful for the profession's tireless creativity and innovation. The speed with which you've been able to pivot a large part of your lessons online is remarkable.

The result is that education technology has really come into its own. It has shown us how it can expand the reach of the best teachers and ensure children have access to world-class learning materials wherever they are.

Of course, technology is only effective if you've got access to it, and I am determined that no child should be left behind because they haven't got the right kit or internet access.

That's why we worked so hard on what has been one of the largest procurement exercises in this country. We have been able to get hold of 1.3 million laptops and tablets for disadvantaged children and young people. As of February 2, 927,000 had been delivered to schools, trusts and local authorities to distribute to those who needed them most.

From next week, schools will be invited to order from the 300,000 additional laptops and tablets to support the pupils who need them



GAVIN WILLIAMSON
Secretary of State for Education

A great leap forward has happened. We can't allow it to fall back

most, helping hundreds of thousands more students benefit and get online. Schools with the highest proportion of disadvantaged pupils will be prioritised to receive devices first, with the majority of device deliveries to be completed by the end of the first week of March.

advantage of the opportunities tech presents.

We need to ensure all schools are developing their digital capabilities to make the most of technology's potential. We want pupils to be able to access high-quality teaching wherever they are but we also want

“ The challenge is now to embed digital tools more firmly in our practices

We will continue to work with you in the sector to make sure children can access the education they deserve, whether that's remotely or in the classroom. This collaborative push has been making a big difference and schools have been letting us know of the positive impact it has had not just on student learning but on teachers and families too.

The challenge is now to keep the momentum going and to embed digital tools and approaches more firmly in our school systems and practices. The pandemic has certainly provided a growing awareness of the potential of digital tools, and we will build on the work we have done so far to develop a long-term strategy setting out how we can further take

to help teachers enjoy its benefits. It can strengthen professional bonds and give teachers the chance to share resources and learn from each other.

We launched the EdTech Demonstrator programme with this in mind. It is a network of 48 schools and colleges which provides peer-to-peer support on making the best use of technology to support and enhance remote teaching.

This will help address our long-term ambition of building the digital capabilities of everyone working in our education communities, whether that's by driving up standards, helping children catch up on any learning lost to Covid, reducing teachers' workload or saving schools money.

We need technology to deliver



for schools and not become an expensive white elephant. To date, more than 11,000 schools and colleges have benefitted from the Demonstrator programme, including through live webinars, tutorials and bespoke advice

I am pleased to announce that we are extending this programme into next year so that more schools can benefit from it. It will enable us to ensure adoption of technology is bound by strong pedagogical rationale and business need, and plays an important role in upskilling teachers, leaders and school and college staff.

Even before the pandemic, technology was changing the way the world worked at dizzying speed. Covid has meant this is now happening even faster. Thanks to the amazing resourcefulness of teaching staff, our children are well placed to make the most of its potential not just now but in the decades to come.

Opinion

DO YOU HAVE A STORY?
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FRANK
NORRIS

Chair, Blackpool Education
Improvement Board

Plotting a ten-year course is the sensible response to Covid

A ten-year education plan like Blackpool's is precisely the kind of policymaking our communities need and deserve, writes Frank Norris

When a town is viewed as having an educational problem, it affects so many things. Senior school leaders looking for a new challenge think twice about applying. Teaching positions, particularly in shortage subjects, go unfilled. Parents become understandably concerned about their children's future. Policymakers are driven by the need to intervene quickly.

Blackpool was that town. It never lacked ambition for its young people. What it did lack, perhaps, was an agreed vision. In recent years, a new narrative has begun to emerge that is the result of significant collaboration between schools, CEOs, council staff, charities and government agencies. That work has given rise to a new ten-year education plan.

As its subtitle states, the plan is 'school-led', but that doesn't mean schools are left with all the responsibility for raising standards. It rightly acknowledges the crucial role schools must play in driving change, but it also makes clear that all other local agencies, including

those from the voluntary and private sectors, have an important role to play.

The resort has been subject to significant government and private investment over the years to help improve the outcomes achieved by children and young people. Through that work, regular, honest and open discussions between the town's senior education leaders have

spawned a mature network where co-operation and collaboration are bywords.

It is the strength of this approach that places Blackpool in such a strong position as it looks to the future. All of this cooperation and collaboration has enabled Blackpool schools to step up together and support their local communities in an amazing and uplifting way during the pandemic. But the benefits accruing to the town predate Covid. They have already changed the landscape, even if they haven't yet fully changed the narrative.

The vast majority of schools in the town, for example, are judged 'good' or better, with well over 90 per cent



of pupils attending such schools. The secondary phase, a long-standing concern for the town, is showing signs of real improvement with the highest proportion achieving at least a 'good' Ofsted judgment.

Attendance levels were rising before the pandemic and fixed-term and permanent exclusions have reduced by over 75 per cent over

of an Opportunity Area in 2017. The additional investment and targeted interventions have seen gains in literacy standards at Key Stage 3, stronger careers guidance and the development of school-based specialist provision for the most vulnerable.

That is what the ten-year plan builds on. It has two key targets: to raise standards of literacy and to promote inclusive practice. We are setting out to provide a greater choice of high-quality alternative provision placements, a wider range of high-quality SEND placements and increased funding to focus on inclusion. We will be guided by a place-based approach to improvement, looking in more detail at schools' contexts and supporting more communities.

Crucially, our efforts must be sustained and sustainable. Publication comes at a time when progress has been achieved but further impetus is required. It also comes as the town considers what life will look like after Covid.

After a year of continually responding to Covid's immediate pressures, it's time to tell a different story. Raising our eyes to a carefully set long-term course is surely the model of stability our communities need.

“ The plan comes as the town considers what life will look like after Covid

the past three years. All special schools are 'good' or 'outstanding' and the Pupil Referral Unit has been 'good' for many years. Despite high infection rates, attendance in Blackpool schools when pupils returned last September were at least at the regional average and, on many occasions, better than the national average.

Despite improvements, Blackpool has real pockets of deprivation and a significant number of families struggle to make ends meet. Though the number is reducing, it has a higher than average number of children in care and children who are subject to statutory services. These were factors that contributed to the establishment

Opinion

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



PAUL HARRISON
Director, edUcation Ltd

Language teaching will suffer the loss of Erasmus

The programme's impact on language teaching has been phenomenal and the new Turing scheme will have big shoes to fill, writes Paul Harrison

Among the responses to the UK opting out of continuing its membership of the Erasmus+ programme, one of the losses to this country has had little coverage. Much of the focus has been on the university sector, but Erasmus+ provided significant benefits for schools.

The programme invested funding in all sectors of education to improve quality and address challenges. Participants submitted proposals to address their specific needs and the Erasmus+ supported them to access expertise in addressing those needs. Over the years, UK schools have benefitted from wide-ranging projects including outdoor learning, inclusion and school leadership. But a recurring priority has been language learning, and the loss of the programme will impact on this curriculum area more than most.

It is widely recognised that the UK has long struggled to provide the quality of language learning to match other countries. Successive governments have tried to address provision though curriculum

reform, but the greatest barrier to progress has been a lack of expertise in the workforce. Erasmus+ enabled schools to address this shortfall in several ways.

“ Erasmus+ provided significant benefits for schools

The schools programme was structured around two main key actions. Key Action 1 provided funding for teacher mobilities, and Key Action 2 for schools to share best practice and improve their provision at a strategic level.

Key Action 1 projects had three strands focused on professional development. These were opportunities to teach in a partner school in another European country, to participate in structured courses abroad or to work-shadow. Most successful projects were intensive language courses in France or Spain.

This was a priority for both primary and secondary schools and the programme contributed substantially to upskilling teachers. The structured courses provided a week of language immersion, but also incorporated cultural activities, workshops on how to teach languages and opportunities to develop partnerships.



The outcomes illustrated the positive impact they had on teachers' linguistic skills, the quality of their teaching and the capacity of their schools to improve their language curriculum. Schools had the flexibility to tailor the courses to their needs and to align them to

their own developmental priorities. The cost of this provision was fully funded by the Erasmus+ grant, and this investment of around €2,000 per individual produced massive returns.

Key Action 2 offered two types of strategic partnerships for schools. School exchange partnerships enabled schools to share best practice by visiting one another and engaging in joint projects. Unlike Key Action 1, these projects could include pupil exchanges. The benefits of these mobilities for language learning were clearly evident, but it was also the work undertaken in schools between the mobilities that had a major impact.

Most projects would continue to work together virtually online, often using the eTwinning platform. This enabled many more pupils to interact with their peers, contributing to both motivation and achievement. Sadly, with the

demise of Erasmus+, we have also lost eTwinning. This has brought partnerships with their benefits of peer learning to an abrupt end.

The second set of Key Action 2 partnerships prioritised innovation by developing new resources or new approaches to teaching and learning. This strand also covered initial teacher training and CPD and provided further opportunities for improving language teaching and learning. One current project is a partnership developing sets of serious games for primary language learning in five different languages.

The longer-term impact on language provision of the loss of the Erasmus+ programme will be even more significant. Numbers on language courses at university are already low, and students' year abroad on these courses has been funded through Erasmus+. Whether these grants will be replaced is not yet clear, and the impact on language teacher recruitment in the longer term is even more uncertain.

Taken with the new immigration and visa requirements for European nationals, on whom we are so dependent for language teaching, the outlook for the language workforce in the UK begins to look bleak. The £100 million Turing scheme the government has hastily concocted to replace Erasmus+ will need to get a lot of bang for its buck to mitigate the effects of this perfect storm.

Opinion

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

Lockdown Diary - Testing times



**EMMA
MARSHALL**
Principal, Havelock Academy

Monday, January 25

Headlines are dominated by talk of schools not reopening after February half-term. Cue: anxiety from pundits and parents alike. Some anxiety here too as in-school pupils undergo their lateral flow tests. Thankfully, they're all negative again.

An exciting 'first' to add to my growing list as a school leader: a TV interview to discuss our staff 'Cheer Up' videos. We started these in Lockdown 1 to remind our students we were still here for them. In Lockdown 3, they remain a firm favourite.

The trust has started a 'Lockdown Cup' to keep us all active despite the January gloom. My walk around the site for that is followed by a chat with a colleague who has been struggling. A reminder that making time for each other is a key part of any wellbeing strategy.

Tuesday, January 26

Our testing regime is now embedded, so today is the first day we don't need to test anyone. I hope we can stick to it because our 'volunteers' are staff and they have day jobs to be getting on with.

Worry grows in the press about

lost learning and future impacts. Meanwhile, one of our assistant heads has been meeting with the Inspiring Leaders Trust to discuss career and aspirations mentoring. There is hope, if only we go looking for it!

Where does the time go when you're in online meetings? Zoom! And the day is gone.

The rain put a stop to my lunchtime Lockdown Cup exercise. I get home and head out for a 1.5km walk before taking my coat off. I won't be the one to let the side down.

Wednesday, January 27

Our Covid-free streak is over, taking us all by surprise. Luckily, there are no bubbles to isolate, but keeping the community in the loop continues to be crucial.

The prime minister announces schools won't begin reopening until March 8. Disappointing, but unsurprising. Having a date to work towards is helpful (and a nice change!), but I have so many questions of my own, never mind those coming at me from every angle. And I've got to try to make sense of it all for BBC Radio Humberside's Breakfast Show in



the morning!

Before then, there's our first ever live virtual Year 9 futures evening about options choices for GCSE. No amount of trialling the technology makes launching it any less nerve-wracking, but it all works. Round two tomorrow night.

Thursday, January 28

Nothing like a bit of performance adrenaline to start the day! Not sure I helped anyone much on the airwaves, but it was great to be able to publicly thank our parents and staff for their hard work and support.

Next, staff absences mean I'm rolling up my sleeves and doing some Covid testing today. I'm in awe at how our volunteers have adapted to it. Back to all negative. A huge relief!

Being a head can be lonely sometimes. A video call with our deputy CEO reminds me of the importance of open dialogue, of being listened to, valued and trusted.

Year 9 futures evening, round 2

is even slicker than last night. I'm really pleased, but as it draws to a close I ponder how much I miss having a theatre full of parents and children.

Friday, January 29

A member of our team turns 50 tomorrow. She'll have no company but her son, so we make it as special as possible. Balloons, bunting, a "best bits" montage from her 'Cheer Up' videos and a surprise SLT rendition of 'Happy Birthday' leave her evidently touched. The absence of hugs is noticeable but remains unspoken.

Screen-free Friday afternoon! Wellbeing walks around our site lead to laughter and smiles all round in spite of the drizzle. For a brief half-hour, everything feels normal.

Another full week of blended learning comes to an end with welfare calls to every family, home visits to those who need extra support and another round of Covid tests. We smashed it. Two more to go until half-term!

Reviews

BOOK REVIEW



Beyond the Tyranny of Testing: Relational Evaluation in Education

Author: Scherto R Gill and Kenneth J Gergen

Publisher: OUP USA

Reviewer: Dr James Mannion, director, Rethinking Education

I know strong language isn't to everybody's taste, but if I'm honest they had me at tyranny. It may not be original – Warwick Mansell published *Education by Numbers: The Tyranny of Testing* in 2007, for example – but sometimes, things bear repeating.

'Tyranny' has several definitions. One of them is 'an oppressive, harsh or unjust act', usually by people in positions of power. For many students, GCSEs are an emancipatory mechanism – keys that open the door to their future pride and prosperity. But for the third of students the system is designed to fail; for those who suffer with serious mental health issues around exams; and for the estimated 40 per cent who underperform on the day, for example – the GCSE could fairly be described as 'oppressive, harsh and unjust'. To this list, we might add profoundly unethical, damaging and unnecessary. Because it doesn't have to be this way. It really doesn't.

It isn't enough to call for the exams to be scrapped. You need a plan for what to replace them with. *Beyond the Tyranny of Testing* begins to do just that. Gergen and Gill draw together a range of tried-and-tested alternatives from around the world – practices that centre around what they describe as 'relational evaluation'.

In truth, this is more the beginning of an essential conversation than a detailed blueprint. *Beyond the tyranny of testing* does not present us with a comprehensive solution to our predicament, and educational

conservatives will find plenty to criticise. With references to Ken Robinson, cookie-cutters and factory assembly lines, the book includes many of the buzz phrases educational traditionalists disdainfully dismiss.

But you're never going to satisfy everyone with a word like 'tyranny' in the title – and nor should you try. This book is trying to build a picture of what's possible if we start from a different premise. It takes as a truism the notion that knowledge has enabled humanity to create amazing things like the internet. But what that invention reveals to the average user in under five minutes is that we haven't quite got the hang of getting along with one another yet. At least, not at scale. So what can we do about it?

In schools, we treasure what we measure: what gets assessed is what gets done. Gill and Gergen's key insight is sublime in its simplicity: if we need people to learn how to get along with one another better – and we really, really do – then we need to start prioritising, teaching and celebrating the development of prosocial behaviours in school assessments. Like, pronto.

Language is important, as ever. Gill and Gergen prefer the word evaluation to assessment on the basis that the former is "a process of valuing, or appreciating the value

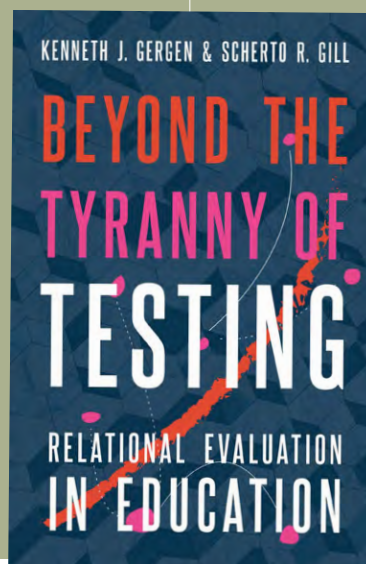
of something. This enables us to replace the traditional focus of assessment on student deficiency – pointing to where students have fallen short of perfection – with an emphasis on opportunities, possibilities, and potentialities for growth and well-being."

This all sounds lovely, you might be thinking – but what does it look like in practice? Well, this is the book for you. With chapters on relational evaluation in primary and secondary education – as well as exploring relational approaches to evaluating teaching and schools themselves – there is no shortage of ideas here. And it isn't just hippyish stuff about 'getting along with one another'; the practices assembled here also address traditional concerns like the development of literacy, numeracy and subject knowledge.

The Covid pandemic has given many people pause to reflect on how we educate young people and how we assess their learning. In many countries

around the world, parents, teachers and young people themselves are arguing forcefully that the time has come to rethink education – and to rethink assessment, in particular.

The answers may not be in the room. But many of them are in this book. I cannot recommend it highly enough.



Reviews



Our blog reviewer of the week is **Melissa Jane**, class teacher, Castle School, Cambridge

@MelJaneSEN

An Inclusive Blended Learning Strategy for SEND

@jw_teach

While many of my colleagues in mainstream schools are wrangling with Microsoft Teams and Google Classroom, the challenges of delivering lockdown learning in the SEND sector are different. This term I have delivered live lessons and made pre-recorded videos, but also sent boxes of sensory resources and equipment to students' homes.

Joe White's post summarises some of the challenges we are facing when delivering home learning in SEND schools, as well as some learning points and open questions. When so much of our curriculum revolves around communication and connection, how can we create that for students at home? What about speech and language therapy and occupational therapy?

As White says, nobody is an expert yet but if we work with families and keep our minds open to creativity, we can all gain new skills which will hopefully be useful beyond the pandemic.

TOP BLOGS of the week



I Get Knocked Down...

@annierearlyyrs

Like the SEND sector, the early years sector can often be forgotten in the public's imagination when they think about what teachers do. This is a particular concern at the moment when the EY sector is facing unique pressures after being required to stay open throughout the latest lockdown.

Annie Richardson's post puts this current challenge into a wider context of a "lack of understanding, recognition and respect" for the sector which she has observed in her role as an educator of early years practitioners. I was particularly interested to read about changing approaches to early years courses in higher education as a microcosm of wider social attitudes to both the early years sector and early childhood in general.

Breaking the Cycle Anti-Racist Plan: Term 1

@LeadingEquality for @DiverseEd2020

After the resurgence of the Black Lives Matter movement around the world last summer, many educators agreed that

the coming school year would be a time for reflection and change in our schools. Several months on, the news cycle has moved on and all that seems to remain is a background noise about statues. So how have all of last year's good intentions translated into action in the classroom?

This post caught my eye as a very practical example of the steps a multi-academy trust has taken towards anti-racist change, and those that lie ahead on its journey. Although the post doesn't flesh out the detail of how these steps have worked out, or the difficulties they've faced, the plan set out here offers a model for other schools and leaders to explore, critique and adapt for their own context. We will need many such models to help us build lasting, sustainable change in our schools and society.

My Experience on Twitter

@AaliyahLJK

I have to admit this blog's title had me expecting to read about cyber-bullying, doxxing, or some sort of awful experience. In fact, it's quite the opposite and a very welcome dose of optimism. Aaliyah Kennedy hopes to become an educator in future, and this post explains how Twitter has helped her find inspiration from current teachers.

It's an important reminder that many of our students are on the same platforms as we are and can see what we write. Teachers don't tweet in a vacuum, and our conduct has real impact. More than that, it's a testament to the fact that – ignoring some of the worst aspects of edu-Twitter – teachers bring their inspirational natures to bear here too.

There's a lot of worry about young people getting too much screen time during lockdown. Kennedy's example of connecting with people in her chosen field reminds us social media is more than the unhealthy distraction it's sometimes painted as.

Research

The Research Schools Network will review a research development each half term. Contact them @rs_network if you have a topic you'd like them to explore

What have we learned about moving education online?

**Amy Curtis, implementation champion,
Shotton Hall Research School**

Twelve months ago, terms such as 'online learning' and 'virtual schooling' were virtually unheard of and held no importance in school improvement plans. However, with the turn of a new year and a return to remote learning, it's safe to say this is no longer the case and is never likely to be again.

For nearly a year, 'remote learning' has presented numerous challenges for the profession. Beyond the challenge of access to devices and an internet connection, once students are attending their virtual classes the key challenge is to hold on to them. Online learning requires pupils to take additional responsibility for their learning. Teachers can no longer 'control their classroom' in the same way and this puts an onus on supporting students to self-regulate.

At Shotton Hall as everywhere else, it was evident through the first lockdown which students struggled with their new responsibilities. Some logged on and didn't complete any work, others cherry-picked the lessons they would attend, and a small minority didn't engage at all. What's more, levels of disengagement matched levels of disadvantage.

The current lockdown is different. Teachers have become more proficient as a blended learning approach remained the norm from September. And with teachers tasked with ensuring students receive a similar experience across all subjects nationally, students can access resources easily and work through remote lessons with relative consistency.

So now that our online curriculum is building and becoming more resilient, the focus must shift to the new learning behaviours online learning demands. Our students will need new ways to ask for help and avoid distractions, to monitor their understanding



and make use of support. Getting this right is vital for online learning to be successful.

In my experience, three key factors underpin the development of successful learning behaviours to learn online: motivation, self-regulation and IT proficiency. Insights gleaned from local teachers have been invaluable in helping me incorporate these elements into my approach to remote teaching.

First, the shift from ICT to computer science in the national curriculum has merit, but we need to also ensure pupils can do the IT basics. Naming and organising files, using software packages proficiently, saving work and accessing email.

We spend the first fifteen minutes of each day registering students and showing them a new computer skill. This includes, but is not limited to, the use of different Microsoft Teams functions. Students are then expected to complete a task demonstrating the new skill. Through explicit instruction, IT proficiency has vastly improved, giving students and teachers alike confidence in their abilities.

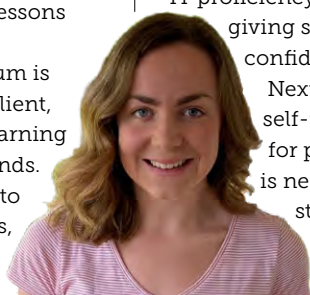
Next, motivation is essential for self-regulation, which is harder for pupils at home when there is necessarily more independent study and less access to teachers for support.

Evidence already offers

multiple tips for how we can foster pupil motivation, and it is really no different online. Telling students why they are doing a particular activity and how it fits in with the syllabus; providing them with the scheme of work / syllabus at the start of each topic; referring back to it once you have completed a topic. We can't afford to assume students will begin to do this themselves because it's on our website. As with IT proficiency (and as we would do in our classrooms), we must continue to make this explicit.

And lastly, just like in our classrooms too, promoting and scaffolding metacognition and self-regulation matters. This is harder remotely, so we need to support pupils to monitor their own learning and help them understand how to draw on available support. To build metacognitive skills within online learning, teacher instruction needs to be explicit. It needs to be in small chunks and all information needs to be modelled. Students then need independent time to hone their learning.

The temptation of online learning is to assume because we've published a resource it will have been read and understood. The danger is that time restrictions lead us to succumb to that temptation. As the initial shock of this transition recedes and our own skills develop, we can begin to see that good teaching is just good teaching, online or not.



WEEK IN WESTMINSTER

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

FRIDAY

If we were running an online learning platform suspected of being too cosy with the government and overplaying links to Conservative politicians, we suspect high on our priority list would be not to tweet stuff which confirms everyone's suspicions.

However, this did not appear to be on the priority list for the Invicta Academy. Readers of last week's Week in Westminster will remember that the online school had to make some rapid edits to its "sponsors" list to remove big names like Gavin Williamson and Robert Halfon after the latter kicked off following a controversial Mail on Sunday interview with Invicta founder Stephen James.

Just days after the whole fiasco, Invicta Academy retweeted an extremely political tweet from a Conservative councillor who was being unkind to the Liberal Democrats. Of course, other parties being unkind to the Liberal Democrats is nothing new, but it's not the sort of thing parents would expect their preferred online learning provider to be tweeting about, is it?

We note that the retweet was subsequently rescinded once our reporter flagged it on twitter.

Invicta National Academy Retweeted

Cllr Andrew Eyre @Cllr_EyreAW · 1h

Well at least @Richardfor7oaks (I assume from his house in Chiddingstone) and @SevenoaksLibDem seem to have started following the rules and stopped putting the health of the voters in #Sevenoaks Town at risk. They just now charge you for the privilege of their politicking!

So after a trip to the post office this morning after receiving a fee to pay card for post (which my son paid) it turns out that it's junk mail from a Lib Dem person! So my teenage son thought he was doing the right thing in paying and then someone had the audacity to make us pay for their flyer, someone who wants our votes in Sevenoaks does this to the

Maybe it was just a mistake? After all, who among us hasn't accidentally retweeted the online ramblings of a Tory councillor from the work account...

THURSDAY

With its former chair serving as a Treasury minister and its outgoing chief executive about take up a plum job as children's commissioner, the Inspiration Trust is no stranger to accusations about its links to the government.

Lord Agnew and Dame Rachel de Souza make no secret of their friends in high places, but you'd think the government would want to avoid any allegations it plays favourites in the academy sector.

Alas, the latest travel declarations for senior DfE officials show that Sue Baldwin, the regional schools commissioner for the east of England and north east London, made a trip to Norfolk last September for the opening of a new Inspiration Trust school block (and to attend a governance meeting with the Maths Admission Test Board).

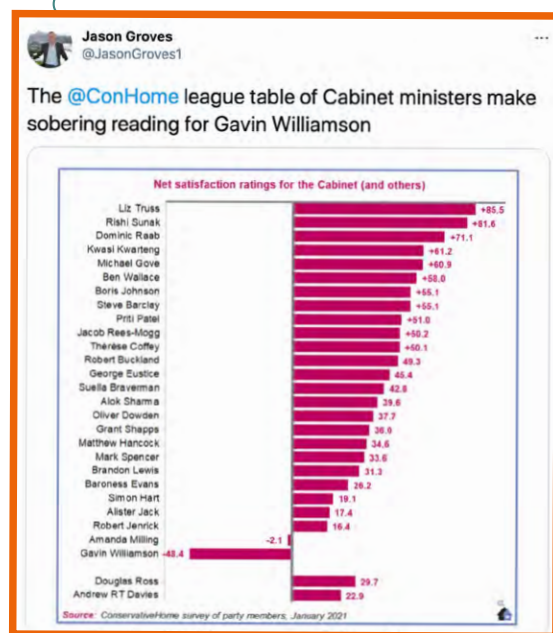
With 50 new school rebuilding projects announced this week, we expect the DfE is bracing for a plethora of expense claims as RSCs travel the country unveiling all the new buildings. But still, it's only fair!

If further evidence was

needed that Gavin Williamson is having an absolute shocker of a pandemic, we need look no further than the latest cabinet satisfaction ratings published by Conservative Home.

It gives the ed sec a whopping -48.4, making him one of only two ministers with a net unfavourable rating.

And that's a poll of Conservative Party members! We dread to think what teachers think...oh no wait – we already know 92 per cent of them want him gone.



Still hankering for some good PR after the free school meal parcels fiasco, catering giant Compass has said its Chartwells schools division will provide free lunch and breakfast parcels over February half term. We expect they'll be carefully counting out the yogurts and cheese portions this time...



The Mirfield Free Grammar & Mirfield College,

Deputy/Assistant Head - Teaching & Learning
L17 to L26 (depending on experience & expertise)

This is a truly exciting Leadership opportunity for an enthusiastic and ambitious Teaching & Learning professional based at The MFG & Mirfield College. As Deputy/Assistant Head for Teaching & Learning you will be involved in shaping strategic direction for the Academy, Leading and managing staff as well as shaping the specific strategic management of Teaching & Learning.

We are looking to recruit a professional who is passionate about education, someone who wants to play a key part in helping to shape the future for the Academy and the College; someone who wants to take ownership, drive quality assurance and lead from the front.

Closing date for applications is **Monday 15 February 2021** and interviews will take place on **24th February**.



BRADGATE Education Partnership

Head Teacher

Permanent

L18 – L24 (£62,426 to £72,305 per annum)

Start Date: 23rd August 2021

We are seeking an excellent Head Teacher for Eastfield Primary School, someone who is able to lead the school into its next stage in development and shape the curriculum for the future. The Head Teacher will be someone who identifies with our mission and values and someone who will be dedicated to working in partnership with schools and colleagues across the wider Trust.

This is an exciting time to join our Trust as we move into the next stage of our development where we can offer a wealth of support with collaborative opportunities.

We would encourage candidates to arrange an informal meeting either socially distanced or MS Teams and/or a telephone conversation with the Director of Schools.

These can be arranged by contacting Dean Pomeroy, dean@bepschools.org

To apply for this position please visit:

<https://www.eteach.com/careers/bepschools/>



ONLINE SCIENCE TEACHER - HOME BASED

ICS Learn are experts in delivering globally recognised professional qualifications via online learning. More than 18,000 students each year choose us as their trusted training provider in order to progress their career. Online learning gives students the flexibility to fit their learning around other commitments and gives them the chance to complete a qualification whilst earning a salary.

We are looking for an innovative individual who is passionate about science, has experience of online teaching and is driven to help our students achieve their goals.

You must be a qualified teacher, with at least two years teaching experience, educated to a minimum of degree level in your subject area, with your specialism incorporating more than one of the following – Biology, Physics, Chemistry and Human Biology. Experience of Virtual Learning Environments and online classes would be highly advantageous.

You will have excellent communication skills, be adaptable, approachable and able to build positive relationships at all levels. You'll have management experience and be confident and professional in your interactions with staff.

Having experience of working with qualification frameworks and of the design and production of course materials and learning programmes, you'll use this experience to help progress our science portfolio.

Salary: £29,000 p.a.

Full-time and permanent

Deadline for applications: 19th February

Please email your C.V. and a covering letter to Melanie.Graham@ic.learn.co.uk to apply.

Interviews will be held online.



Primary Regional Director – Southern

We have an opportunity for an inspirational leader to improve the education of children across our primary schools. On a day-to-day basis, you will line-manage several Headteachers and use your previous experience as a Headteacher to support these leaders in developing improvement provisions, often in challenging contexts.

At United Learning, we work as a team, achieving more by collaborating than any school could on their own. Utilising collective knowledge and facilities to drive visionary results, you will therefore simplify work processes and implement ambitious support

programmes, making the most of leading subject specialists, a group-wide curriculum, our group intranet and extensive CPD opportunities.

You will need a strong track record in school leadership, including coaching others and developing effective improvement strategies. With the chance to oversee group-wide strategic projects, you will bring well-developed relationship-building and influencing skills to the role, and your innovative mindset will deliver impactful change.

Find out more and apply here



ASSISTANT HEADTEACHER (PASTORAL)



LOCATION: ROCHDALE, GREATER MANCHESTER
SALARY: £59,581 - £64,461

Helping our students realise their potential lies at the heart of everything we do. Through a culture of mutual respect, strong behaviour and high standards, we aim to inspire and engage all students – regardless of prior attainment or social background. We are seeking a candidate with successful experience of leading and managing SEND and Pastoral care in an 11-16 school setting.

This is a fantastic opportunity to use your skills in strategic planning, and to develop and implement initiatives to support the staff and students as the school grows. We are looking to appoint an outstanding colleague with qualified teacher status and experience of leadership and collaborative working.

The chosen candidate will demonstrate a proven track record of embedding a meaningful pastoral curriculum and of sustaining good or outstanding achievement and progress in a whole school environment. In keeping with the strong ethos of the school, there must be an understanding of the needs of SEND students to facilitate an inclusive school approach.

The Assistant Headteacher will support the Headteacher in all aspects of delivery and will need a flexible and entrepreneurial approach to education. The school will be forming partnerships with the local community and stakeholders; therefore, the successful person will be a natural and a compelling communicator who is able to present confidently and professionally to a range of audiences.

For more information and to apply for this position, please visit:
<https://www.peridotpartners.co.uk/jobs/edgar-wood-academy/>

If you would like to have an informal conversation about the role you can contact our advising consultants:

Sally Lawson-Ritchie | sally@peridotpartners.co.uk | 07904 158 737

Drew Richardson-Walsh | drew@peridotpartners.co.uk | 07739 364 033

Closing date: 12pm, Monday 15th February 2021

Peridot

Teaching Posts, permanent and full time



**LIVINGSTONE
ACADEMY
BOURNEMOUTH**
an Aspirations Academy

Livingstone Academy Bournemouth (LAB) is an innovative new school for children aged 4 to 18 opening in September 2021 in the heart of Bournemouth. Our ambition is to ensure that all young people leave school equipped with the skills and knowledge to thrive in their future lives and careers in the digital age. Young people must be creative, critical thinkers who can create technology as well as consume it.

We are now looking to recruit to the following teaching posts required for **September 2021**:

Primary phase:

Reception

Secondary phase:

English

Maths

Science

Spanish

Art/Design/Technology

Salary: Unless otherwise indicated, Aspirations MPS or UPS, subject to relevant previous experience.

As LAB grows to full capacity over the next few years, we are

looking to recruit professionals who have the mindset to deliver and model an education fit for this fast-changing world. We will appoint teachers who are prepared and able to teach outside of their own subject, plan learning in teams and who are excited about being trained in computational thinking. Essentially LAB teachers and leaders need to be creative and flexible. If you are interested in finding out about the full details of the nature of the teaching role at LAB please request further information.

Learn more about Livingstone Academy at
www.livingstone-aspirations.org

If you consider you are the right person for this role and would like to be a part of the team at such an exciting time then it would be great to hear from you.

Application forms and further details about the role can be downloaded from <https://www.aspirationsacademies.org/work-for-us/>

Closing date for applications: Friday 26 February 2021 at 5pm.

SENCO

Reports to: Executive Director of Learning, Livingstone Academy Bournemouth

Hours: Full time role

Salary: Aspirations Leadership Spine, dependent on experience and qualifications



LIVINGSTONE ACADEMY BOURNEMOUTH
an Aspirations Academy

Livingstone Academy Bournemouth (LAB) is an innovative new school for children aged 4 to 18 opening in September 2021 in the heart of Bournemouth. Our ambition is to ensure that all young people leave school equipped with the skills and knowledge to thrive in their future lives and careers in the digital age. Young people must be creative, critical thinkers who can create technology as well as consume it.

We are now looking to recruit a SENCO, starting in **September 2021** to work across both phases, for children aged 4 to 18.

Learn more about Livingstone Academy at www.livingstone-aspirations.org

If you consider you are the right person for this role and would like to be a part of the team at such an exciting time then it would be great to hear from you.

Application forms and further details about the role can be downloaded from <https://www.aspirationsacademies.org/work-for-us/>

Email completed application forms to jobs@aspirationsacademies.org

Please note we do not accept CV only applications.

Closing date for applications: Friday 26 February 2021 at 5pm.



Academy Principal (Full-time role)

Grade: L11 (£52,643) to L15 (£57,986)



St Mary's Primary, Whitstable, a Catholic primary academy and part of the Kent Catholic Schools' Partnership (KCSP) is seeking to appoint an inspirational and dedicated Academy Principal from September 2021.

Reporting to the Executive Principal, the Academy Principal will be responsible for the day-to-day leadership and management of the academy and will lead a team that strive together for children under the academy's values of " Joy, Courage, Honesty, Excellence & Community". The successful applicant will take the lead role in providing inspirational Catholic education to our pupils, and we are therefore seeking to appoint a practicing Catholic to this role.

St Mary's, Whitstable is an inclusive two-form entry academy. Its dedicated staff, helpers and Governors work hard to ensure that every student is supported and challenged to be their very best. Serving the Parish of Our Lady Immaculate, Whitstable and the local area, the school's most recent denominational inspection in November 2016 judged it as 'Good' and its most recent Ofsted inspection in April 2018 also judged the academy to be 'Good' in all areas.

Please visit <https://www.kcsp.org.uk/academy-principal/> to view the full job description.

Please send your letter of application, application form and all other related documents to the Executive Principal at: vohalloran@kcsp.org.uk

Your letter of application should be limited to 1,000 words max. and should outline why you feel you are suited to this role, what you believe you can bring to the academy and also detail your experience to date, skill set and qualifications.

Offers of employment are subject to an enhanced disclosure and barring service check and section 128 check.

Closing date for applications: 05 March 2021 @ 5pm

Interviews will be held on: 19 March 2021

Start date: 01 September 2021



HEADTEACHER

Full Time, Permanent, Required for September 2021

Salary L13 - L 19

£56,721 - £65,735

We are looking for an inspirational Headteacher to join our vibrant and bustling school filled with incredible children. We would like a strong leader and team player who will build on the existing strengths of the school and support us on the next steps of our journey. If you think you can be our exceptional candidate, we can't wait to meet you.

We need from you

- A love of teaching and learning
- A passion for developing your team
- Strong, innovative and strategic leadership and management
- A strong commitment to achieving success through partnership and teamwork
- A strong commitment to the values of the school and the Trust
- Excellent interpersonal and communication skills
- Drive, ambition and high expectations
- A commitment to ensuring our children achieve their biggest and bravest ambitions.

We can offer you

- Engaged, happy, well-behaved and well-motivated children – we guarantee you will fall in love with them.
- A dedicated, enthusiastic staff team committed to our school and our children and who will support you every step of the way
- High levels of Trust and Governor support – you won't be in this alone when you join the BDATfamily of schools
- A welcoming, friendly and vibrant school
- A career in a forward thinking Trust

Visits to the school are welcomed and encouraged but are by appointment only. We are so proud of our school, we want you to have the chance to visit and see it for yourself. It will convince you so much more than any advert can.

Please contact Jilly Geering (PA to the Director of Primary Education) to arrange your visit via email: recruitment@bdac-academies.org

Timeline

Closing date:	Monday 22nd February 2021	Tour dates:	Thursday 11th February 2021
Shortlisting:	Monday 22nd February 2021		Friday 12th February 2021
Interview: Day 1	Monday 1st March 2021		
Interview: Day 2	Tuesday 2nd March 2021		

We are committed to safeguarding and promoting the welfare of all our children and we require all our staff to share this commitment.

This post is subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS). Please see our Safeguarding and Child Protection policy on the BDAT website www.bdat-academies.org/bdat-business/bdat-policies/

For the Full Job Description and Application Form please visit

<https://www.bdat-academies.org/employer-of-choice/vacancies/>



Saint GREGORY'S
Bath

"In Christ we flourish"

Saint Gregory's, Bath
Combe Hay Lane,
Bath, BA2 8PA
T 01225 832873

Deputy Headteacher

We require a forward-thinking and inspirational colleague to join our Senior Leadership Team (SLT) from September 2021. The Deputy Headteacher will be instrumental in the strategic management of our school, helping to lead and develop it as a centre for excellence in Catholic secondary education, whilst ensuring the best possible outcomes for all our young people.

The successful candidate will bring professionalism and academic credibility, balanced with warmth and sensitivity, to work across the school to create a common vision of excellence, helping to make Saint Gregory's a truly exceptional place to learn and work in.

Salary: Leadership Scale L20 - L24

The closing date is midnight on **Sunday 28 February 2021**

Interviews will be held W/C **Monday 8 March 2021**

Visit www.st-gregorys.org.uk to apply

Saint Gregory's is an equal opportunities employer. We are committed to the safeguarding and welfare of our students and expect all staff to share this commitment. An enhanced disclosure from the DBS is required for all successful applicants.



Harlow Academy
Ex Glange Quercus

A MEMBER OF **the evolve trust**
Ambitious Future

PRINCIPAL

The Harlow Academy, a member of The Evolve Trust, is an amazing one form entry special school of 80 pupils aged 3-18 offering an innovative 21st century curriculum. The school requires an outstanding Principal who is committed to every child and young person receiving a first class education, one which inspires our schools' communities to achieve more than they thought possible. The school benefits greatly from being part of the Evolve Trust, a highly regarded, values driven, academy trust who are passionate about improving children's life chances through quality education. The school is at the heart of its community and works alongside families to ensure that children can be the very best versions of themselves and develop into responsible citizens of the future.

For more information and how to apply visit

<https://www.wildsearch.org/opportunities/evolve> & email to evolve@wildsearch.org

Deadline: **midday Monday 1st March**

EDU WEEK JOBS

SCHOOLS WEEK

NEW YEAR OFFERS

EXTENDED

Click here to get in touch

Offers available until Friday 12th February 2021

Unlimited Listings Annual Packages – Up to 20% off

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- Unlimited Featured Listings
- 25% off Classified Adverts

~~£2500~~

£2250

SILVER

- Unlimited Featured Listings
- 3 x Half Page adverts
- 50% off Classified Adverts

~~£3500~~

£3150

GOLD

- Unlimited Featured Listings
- 5 x Full Page adverts
- 50% off Classified Adverts

~~£5000~~

£4000

Maximum Exposure Advertising – 20% off

Advert in Schools Week + Featured Job of the Week, our top online slot.

QUARTER PAGE

Featured Job of the Week

~~£745~~

£600

HALF PAGE

Featured Job of the Week

~~£945~~

£755

FULL PAGE

Featured Job of the Week

~~£1095~~

£875

Classified Advertising – 10% off

QUARTER PAGE

~~£395~~

£355

HALF PAGE

~~£595~~

£535

FULL PAGE

~~£745~~

£670

THE FLAGSHIP NATIONAL APPRENTICESHIP CONFERENCE FOR EMPLOYERS & PROVIDERS

26-30 April | Online



**ANNUAL APPRENTICESHIP
CONFERENCE & EXHIBITION**

AAC IS ONLINE FOR 2021

The 7th Annual Apprenticeship Conference is the not to be missed policy and practise conference dedicated to apprenticeships. Due to the coronavirus pandemic this year's event will take place virtually.

The agenda has been spread across a week, to ensure it is accessible to all colleagues. We have a series of ticket options from solo to large groups, with tickets from as little as £37.50 per person.



CONFERENCE

The flagship conference for apprenticeship providers and employers established in 2015.



KEYNOTES

Hear from key civil servants and policy experts about the future of apprenticeships.



WORKSHOPS

Acquire new knowledge & best practice from leading employers & providers.



EXHIBITION

Meet with new & catch up with current suppliers within our virtual exhibition.



ON DEMAND

All of our keynotes and workshops will be available to view on demand post-event.



ONLINE PLATFORM

We'll be using a state of the art platform, to ensure an engaging & rewarding experience for all.



TICKETS

AAC is a great learning event for teams. We've a range of ticket options for groups.



NETWORKING

Easily connect with other attendees with one-on-one conversations via live video.

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