

SCHOOLS WEEK

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

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Vulnerable pupils at 'serious risk' after 'ethically indefensible' cuts

- Safeguarding failures exposed at one of country's largest free schools
- Stretched staff had 'too many responsibilities', said damning Ofsted
- Revealed: Head resigned over trust's 'harmful' GAG pooling cuts

JAMES CARR | @JAMESCARR_93

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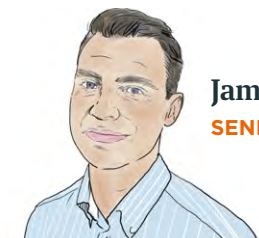
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£31m in extra funds to keep schools open on polling day

JAMES CARR

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The government has pledged an extra £31 million in funding so that councils can avoid using schools as polling stations in the upcoming May elections.

Council, mayoral and police and crime commissioner elections, alongside a number of local by-elections and referendums in some areas, will all be held on May 6.

Normally, thousands of schools are used as polling stations – with some having to close fully. But a letter sent from schools minister Nick Gibb to head teachers confirmed that the government wants to avoid the use of schools as polling sites “where it is practically possible to do so”.

The letter adds: “This year all children have missed vital time at school and the government is committed to minimising any further disruption to pupils’ education ... we are clear that, where schools would be required to close, returning officers should look to other available venues first.”

Where there are no alternative premises, schools and returning officers should “work together to minimise any disruption and keep the school open where that is possible”.

To support efforts to find alternative venues and “find creative solutions”, the government



is releasing around £31 million for local authorities. Places of worship, gyms and commercial venues are all alternatives.

If it is impossible to avoid using a school, then the extra cash “should be used to meet the costs of additional measures to minimise disruption in schools and costs of cleaning”.

This includes cleaning which needs to take place when polls close so that schools can “immediately reopen” the following day.

However, in an email sent to school leaders and seen by Schools Week, the Department for Education clarifies that “on-site provision should still be available to vulnerable children and the children of critical workers on election day”.

The letter also contains guidance from Public Health England (PHE) which advises schools to ventilate any rooms used “via full window and door opening to fresh outside air for at least one hour.”

All hand touch points, such as door handles and desks, should then be sanitised. PHE says this process will take around an hour “for a small team in an average polling station”.

An estimated 3,728 schools – 18.5 per cent – were due to be used as polling stations in the 2019 general election. This was a 10 per cent drop on previous years, Schools Week analysis found.

It is up to the headteacher and chair of governors to decide if the school closes.

Geoff Barton, general secretary of the Association of School and College Leaders (ASCL), said this year’s solution “should become a permanent state of affairs with schools only ever used for polls as a last resort when there is absolutely no other alternative.”

“It is important at all times that education is not disrupted, and the use of schools as polling stations does feel like something of an anachronism.”

JAMES CARR | @JAMESCARR_93

Online tutoring hampered by access to the internet

Delivering online tuition to disadvantaged pupils during partial school closures was feasible, but access to equipment presented a key barrier, the Education Endowment Foundation has found.

A new report from the EEF evaluating the effectiveness of last year’s National Online Tutoring Pilot was released today.

It found that delivering online tuition was feasible and the pilot’s reach, between July and October, was “high, considering the circumstances”.

In total 1,425 pupils across 65 schools took part – the majority of whom were eligible for pupil premium funding.

However, 48 per cent of schools reported that the lack of appropriate equipment – such as laptops and reliable internet connections – posed a challenge for learning.

EEF also found that some disadvantaged learners “who would have benefitted” were not able to take part due to difficulties contacting parents and carers.

Despite the apparent feasibility of the offering, the National Tutoring Programme (NTP) admitted to *Schools Week* in January that just 14 of its 33 tuition partners were approved to deliver remote tutoring from pupils’ homes – this has now increased

to 29.

The report states that in general, providers and school leads felt it was easier to facilitate delivery of the tutoring at school. Teachers had control of the technology and learners faced fewer distractions.

Yet home-based delivery was said to be more flexible and unaffected by Covid restriction on movement.

Professor Becky Francis, EEF chief executive, said it was encouraging to see it was possible to “reach high numbers of students from disadvantaged backgrounds”, but that bridging the digital divide “must remain a national priority”.

Transparency calls as £1bn rebuild schools had recent major works funded

FREDDIE WHITTAKER

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EXCLUSIVE

Leaders want transparency from ministers over how they select rebuilding projects after it emerged two schools getting a share of £1 billion in capital funding had major building works recently.

The 50 schools being rebuilt in the first phase of a ten-year, 500-school rebuilding programme, were announced last week.

Unsuccessful schools must now wait for details of future rounds.

Schools Week can reveal that two of the schools – Wilsthorpe in Derbyshire and Ash Hill in Doncaster – had recent major partial rebuilds. They won funding under the latest round of the Priority School Building Programme (PSBP).

Wilsthorpe's £15 million "new main building" was completed in 2018. It was opened by former education secretary Damian Hinds and local Conservative MP Maggie Throup. Work on Ash Hill's £15 million project started in 2019.

The Department for Education said the PSBP was "block-based" and prioritised the worst individual buildings. The two schools will now see "additional buildings" refurbished or replaced.

Delta Academies Trust, which runs Ash Hill, said parts of its site had "long been in need of a re-build". Its current projects will see an old 1970s classroom block and sports hall replaced. Wilsthorpe declined to comment.

The government said it chose the first 50



Framwellgate School in Durham

projects based on its condition data collection (CDC). Inspectors visited every maintained school in England between 2017 and 2019 and wrote reports on the state of each.

But government has not published national data or ranking of schools. A second CDC survey started in December and will run until 2026.

Framwellgate School in Durham was due to be rebuilt under Labour's Building Schools for the Future programme. But the project was cancelled when Michael Gove scrapped the scheme in 2010.

Many of the school's buildings date back to the mid-1960s. The site is prone to flooding, and there are problems with leaking roofs and the heating system.

Headteacher Andy Byers demanded clarity. "What we don't know and what we've never seen is any ranking against other schools." He added, "We don't know where we stand in the queue that's been the biggest frustration."

The school's 2018 CDC report highlighted

multiple issues deemed "priority 1". These needed "immediate remedial action or replacement".

But apart from a new sports hall, the school has only seen minor recent repair work, which it had to bid for via the government's Condition Improvement Fund (CIF).

Byers also warned there was "no join-up" between the CIF process for minor repairs and large-scale rebuilding schemes. "It's impossible to plan because we just don't know what's coming up," he said.

Huntington School, in York, also has problems with damp and leaks. The local council has helped with some issues and will fund a refurbishment to the school's kitchen and dining room.

But head John Tomsett said clarity was needed on whether a rebuild was planned, even if it was years away. "If we were due a rebuild, then we could save the taxpayer money," he added.

Geoff Barton, general secretary of the ASCL school leaders' union, added it was "pretty poor that school leaders are left with so much vagueness over an initiative which is very important and which involves very large sums of public money".

The DfE has said it plans to consult this year on how schools are prioritised for future rounds.

Schools Week analysis of the schools chosen for a rebuild found that one-third of projects were in marginal parliamentary seats.



Andy Byers

EXCLUSIVE

SAMANTHA BOOTH | @SAMANTHAJBOOTH

Sprinklers still not mandatory for school rebuilding projects

Sprinklers are unlikely to be made mandatory in the 50 school rebuilding projects announced last week because the government's consultation into fire safety has been delayed.

The Department for Education has committed to revising its guidance on fire safety design for new schools. The current guidance says that all new schools should have fire sprinklers installed, "except a few" that are "low risk".

But fire safety campaigners – who have been calling for sprinklers to be mandatory in new and refurbished schools for several years – say there are a number of "loopholes".

Schools Week reported in 2017 that the proportion of new schools being built with sprinklers has halved to just 35 per cent since 2010. A full consultation on the fire safety guidance, expected to be published last autumn, has been delayed because of the pandemic.

It is nearly two years since the DfE opened its original call for evidence. The government's response is almost 18 months overdue.

The 50 schools, part of the first phase of a 10-year rebuilding programme promised by ministers, will share £1 billion in funding. Building work is due to start from autumn

this year.

That leaves six months for the DfE to update its guidance, depending on the outcome of the consultation. The DfE said this would be published "shortly".

Tilden Watson, head of education at insurance agency Zurich Municipal, said that currently "much of the £1 billion investment will be wasted on repairing the fire damage that sprinklers could have easily prevented".

The DfE says that all schools are required to have an up-to-date fire risk assessment. Where sprinklers are considered necessary, they must be installed.

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Long read

Covid catch-up challenge: will extending the school day work?

FREDDIE WHITTAKER

@FCDWHITTAKER

INVESTIGATES

Headteachers have rejected suggestions that volunteers could supervise extra lessons and summer schools, warning that more cash and opportunities for teachers to take the time back are needed to make the approaches work.

Longer school days and an extension of the summer term are among suggestions put forward to help pupils catch up. Some have suggested that this could happen with the help of volunteers.

But leaders who already operate extended days said their own staff were essential, while schools experienced in running summer schools said they relied on funding to pay support staff extra to work over the break.

'Using volunteers would be risk assessment chaos'

Camelot Primary School in south London took part in the government's holiday activities and food programme last year. But it used its own teaching assistants, paid £75 a day to staff the activities for 75 pupils.

Six TAs were on site at all times, along with a

volunteer from the teaching staff, a ratio of one staff member to 11 pupils.

"We don't want these volunteers coming in," said head James Robinson. "It would be risk-assessment chaos."

He said it was "nonsense" to suggest that pupils should receive academic tuition in the

holidays, favouring sports and creative activities. He also warned that funding was needed, with arrangements in place soon.

"I think, if there was complete clarity before Easter, more schools might do it. But you need

Continued on next page

DfE offers £4m to attract provider of catch-up resources

The Department for Education is looking to spend nearly £4 million "free in-class and catch-up curriculum" resources to support teachers.

According to a document published on Monday, "diagnostic tests" to support teachers in identifying gaps in learning may also be provided.

The DfE has issued a prior information notice (PIN) "seeking a service provider to create and host a range of free in-class and catch-up curriculum resources to support teachers with their in-class lesson delivery and catch-up activity".

It says the estimated £3.9 million contract value would be based on a potential term of 15 months – three months' implementation, followed by a one-year delivery period.

It adds that the contract start date could be June 14 this year, making a September launch plausible.

The DfE anticipates that the range of services would include the creation and maintenance of in-class and catch-up resources "in various formats". The department said the range of subjects covered was "being determined".

The PIN adds that resources could be hosted for a "specific time period" on a publicly available platform, and the provider could support teachers to use the service.

The services could also include "core concepts for teachers to understand the key knowledge and skills needed by pupils to build understanding, make connections and progress within a subject area".

Diagnostic tests would help teachers to identify gaps in learning so they can "assign a package of resources to help pupils resolve gaps in knowledge and address misconceptions".

"We envisage that the diagnostic tests will be downloadable by teachers and completed between teacher and student," the notice added.

These ideas are neither an "exhaustive or final requirement", the PIN reads, and are subject to development before the potential contract notice is published.

The DfE is inviting interested providers to an engagement meeting during half-term.

The PIN says the contract notice will be published in March.



Long read

to know exactly how much money you're going to get."

Geoff Barton, general secretary of ASCL, said it made no sense to have volunteers delivering support, as they "won't know the learning needs of children". There would also be "issues around appropriate supervision and background checks".

Henry Fawcett Primary School, also in south London, catered for 30 pupils on a rota system over four weeks last summer. It had two paid teaching assistants on site at all times.

Assistant head Rachel Harrison says money was key. "Without the funding, we couldn't have done it," she said. She also expressed doubts over whether summer schools could incorporate teaching.

"Teachers are dead on their feet. Even if you were paying them, I'm not sure how much brain capacity they'd actually have to do it."

20k more staff could be needed

The idea of a longer school day also presents challenges and schools face hurdles in using their own staff too.

Teacher contracts include a certain number of hours of directed time, typically 1,265 hours a year. Any school looking to exceed those hours would face having to negotiate contract changes with unions.

Based on nationally-published pupil-teacher ratios, if every secondary school in England ran an extra class for just 100 pupils without using existing staff, they would potentially need over 21,000 additional teachers.



Firth Park Academy in Sheffield extended its school day last September. Year 11s do an extra lesson at the end of every day. There are maths and English catch-up sessions on Saturdays and younger children do a mix of academic and enrichment activities several times a week.

But the school achieves the longer day within teachers' existing directed time, with flexible working to allow some to start and finish later.

Head Dean Jones says the school is already seeing improvements in reading. But he stressed the importance of running both academic and extra-curricular activities. The school's goal is to improve both attainment and happiness, which go "hand in hand", he said.

The NET Academies Trust extended the day at all six of its Essex schools by 40 minutes four years ago. But again, the school's own staff, not volunteers, were key to delivering the approach. To compensate, summer and October half-term breaks are now two weeks long.

The schools use the extra time for academic catch-up and extra-curricular activities. Chief executive Jo Coton said the approach "allows us to give adequate time to the core subjects while also continuing to enrich children's experiences in sports, science and the arts".

She added: "We just weren't able to fit it all into the normal day before this."

Virtual lessons eyed by catch-up tsar

A longer school day has been mooted before. In 2016, the government announced that some secondary schools would get funding to run for an extra hour. But the scheme was scrapped just a year later.

Nick Gibb, the schools minister, told MPs that "many" academies had already used their freedoms to extend the school day. This had "driven up standards in those schools, and indeed they've helped to close the attainment gap".

But the jury is still out on the effectiveness of such schemes. Education Endowment Foundation research found that extending school time and summer schools achieved "low impact for moderate cost".

But Collins, a former head of the EEF, told *Schools Week* the research also showed that "quality always trumps quantity".

He also said that, when it comes to summer schools, learning can be organised in "different ways". He pointed to innovations in virtual teaching and warned against taking an "old-fashioned view".

"The very best intervention for catch-up is to provide children with the highest quality teaching that you can offer," he added.

Recovery commissioner wants advice but 'no expert groups'

The man responsible for "education recovery" will not be setting up groups of experts to assist him so that he can move quickly to formulate catch-up plans.

The news comes after *Schools Week* revealed that the promise to set up an expert group to look at solutions for uneven lost learning across the country has been dropped by the Department for Education.

Instead, the task of addressing lost learning will fall within the remit of Sir Kevan Collins, who was appointed education recovery commissioner last week.

When asked by *Schools Week* about whether he would be setting up his own expert group, he said he would be based at the DfE, with a "small secretariat" around him.

Collins, the former chief executive of the Education Endowment Foundation, said: "I'm not planning to get involved in a big bureaucratic structure because I think we need to move more quickly than that. But I do expect to engage quickly with as many of the networks and structures that exist."

He said he would be "drawing on advice" from the sector, "particularly where the evidence sits. So, it is the knowledge I'll draw on, if you like, rather than a particular framework of people."

The promised advisory panel was to "monitor and advise on lost and differential learning" because of the pandemic.

Collins said the "very best" catch-up intervention is to "provide children with the



highest quality teaching that you can offer.

"So this is why everything we do must be underpinned by a commitment to support our teachers to be the best they can, to continue to invest in them, their professional development, that is undoubtedly the best catch up offer."

Safeguarding failure exposed at trust that 'cut cash'

JAMES CARR

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EXCLUSIVE

Vulnerable children were put at serious risk because stretched staff had "too many responsibilities", Ofsted found, at a school where the head had resigned over "indefensible" funding cuts.

Inspectors discovered "serious failings in safeguarding arrangements" at Northampton International Academy (NIA), part of the East Midlands Academy Trust (EMAT). Ofsted visited in December after concerns were raised over pupil safety.

Seniors leaders had "too many responsibilities to enable them to carry out their safeguarding duties effectively", the watchdog said.

But an investigation by Schools Week found that the trust had been warned about the school's staffing resources in February last year.

In an explosive resignation letter sent to EMAT staff, former head Tim Marston said the budget cuts introduced after a switch to general annual grant (GAG) pooling – where the central trust takes control of school funding – had "harmed the school unnecessarily".

The school, one of the biggest free schools in the country, was short of up to five teaching assistants, who were important in making sure "our most vulnerable pupils are well-supported", he warned the trust.

The case highlights potential pitfalls in the controversial GAG pooling method, where an academy trust centrally collects funding for all its schools before allocating according to need. Usually, funding goes directly to a school, and an academy trust would take only a small top slice to fund its central operations.

'Staff struggling with caseload'

Ofsted found that safeguarding was "not effective" at NIA, which has capacity for 2,200 pupils, in a monitoring report published last Friday. The school was rated "good" in July 2019.

Staff told inspectors they were "struggling to get on top of the caseload", but the trust was slow to identify the need for extra support.

Ofsted also found "some key staff" were not following the safeguarding policy, with poor communication from leaders.

"Because of this, some issues have escalated," the report read. "In recent weeks, some of the most



vulnerable pupils have been put at serious risk."

Many staff have since "lost confidence" in the school leaders' capacity to safeguard pupils and were concerned that pupils "may slip through the net".

A spokesperson for NIA said that "safeguarding remains at the heart of everything" it does and it was "fully committed to ensuring the safety and wellbeing of every pupil".

An independent review is set to be carried out, the trust said, and the safeguarding team has been restructured to "enhance capacity to monitor, track and action all safeguarding concerns".

In his resignation letter, Marston claimed that the trust's move to GAG pooling resulted in a staffing budget that was 63 per cent of income.

According to the government's financial benchmarking service, staffing typically represents between 75 and 80 per cent of a school's expenditure.

'Ethically indefensible cuts'

His letter went on to claim that such funding "weakened the staff team" and "harmed the school unnecessarily". Marston said the cuts were "poorly judged" and "ethically indefensible".

EMAT said it could not respond to the claims as they were from a confidential internal document.

Annual accounts show that the trust moved to a GAG pooling model in 2019-20. School budgets were allocated using the Integrated Curriculum Financial Planning tool, which aims to help schools find savings by analysing the curriculum, staffing structure and finances..

EMAT conducted an internal audit on the 2019-20 budget setting process after a whistleblower complaint. They concluded discrepancies were down to "teething problems".



In January, a report of 300 trusts from accountancy firm Kreston found the number of chains using GAG pooling had doubled to 20 between 2019 and 2020.

But it warned that "the feared loss of autonomy in individual schools" within a trust was a barrier to its wider use.

Leora Cruddas, chief executive of the Confederation of Schools Trusts, said the method can allow leaders to take a more strategic approach to funding allocations – particularly while the move towards a fully-implemented national funding formula is ongoing.

But she warned it can be a "sensitive activity" and must be approached in the "spirit of co-construction".

Meanwhile, Ofsted stated that under normal circumstances it would have treated the visit as a full section 5 inspection because of the "serious concerns identified". However, as inspections are suspended due to Covid, it will prioritise the school for a full inspection once they resume.

The same caveat was included on five other monitoring inspections carried out between November and January where safeguarding was not found to be effective. Ofsted said individual safeguarding concerns are shared with the relevant local authority if deemed appropriate.

News

EXCLUSIVE



Civil servants who set up school testing over Xmas owed up to £260k

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The Department for Education faces a bill of up to £263,000 after asking staff to work over Christmas to prepare for its ill-fated schools mass-testing programme.

It was reported in December that the DfE had offered staff a "one-off £1,000 bonus" to help set up the programme over the break. But the mass testing scheme was substantially scaled back following partial school closures and doubts over the effectiveness of lateral-flow tests.

Now data obtained under the Freedom of Information act shows that 538 DfE employees volunteered for the effort over Christmas, of which 263 were matched to a role. Payments are yet to be made but, if all the staff who took up a role receive the full bonus, the total bill will be £263,000.

The DfE announced details of its testing plan in the last week of term, meaning school leaders had to work over the Christmas break to prepare for the new term. The DfE also had to mobilise extra staff, and offered the bonus payments to encourage volunteers to step forward. It said at the time that delivering testing to schools was a "vital task".

A key tenet of the government's plan was the daily testing of people who had been in contact with confirmed Covid cases, which was supposed to help prevent schools having to send whole bubbles of pupils home every time they faced an outbreak.

But daily contact testing was paused last

month amid fears over higher rates of transmission from the new variant of the disease and following widespread concern over the accuracy of tests. It also came after the Medicines and Healthcare products Regulatory Agency said it had not approved the tests to keep pupils in the classroom.

Routine testing of staff and tests for returning pupils still went ahead, but on a much smaller scale because of partial closures.

Dr Mary Bousted, joint general secretary of the National Education Union, said it was "of course right" that DfE staff were paid bonuses for working on the implementation, but said the rollout "should have been managed better".

She added: "Rather a lot of the valuable time of school leaders and their staff has been wasted during the past year on whichever wheeze the government wants to rush out, on this occasion throwing the Christmas break and the start of spring term into turmoil."

The DfE said there had been "no payments to staff to date", and that payments would only be made "to those employees who were matched to a role".

Payments will be subject to "confirmation of satisfactory attendance over the full volunteering period, including where personal plans and leave were required to be cancelled at short notice".

It would also be dependent on "satisfactory performance in line with the standard approach for non-consolidated awards".

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DfE aligns testing advice with NHS after confusion

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The Department for Education is no longer encouraging school staff to undergo further Covid testing within 90 days of a positive result after schools said it could needlessly force more teachers to isolate.

Staff are currently able to take up to two rapid lateral flow tests per week as part of the mass testing regime designed to pick up Covid cases among those who do not have symptoms.

People with symptoms are still advised to get a PCR [polymerase chain reaction] test, which is considered the "gold standard". Furthermore, primary staff who test positive with a rapid test are advised to get this confirmed by taking a PCR test.

DfE guidance had previously stated that it would "encourage staff to take an LFD [lateral flow device] test regardless of whether they have tested positive" from a PCR test within the past 90 days.

But this contrasted with advice issued to health officials taking part in similar mass testing regimes. Health workers were told that anybody who has tested positive from a PCR test should avoid taking a rapid test for the 90-day period – unless they developed new symptoms.

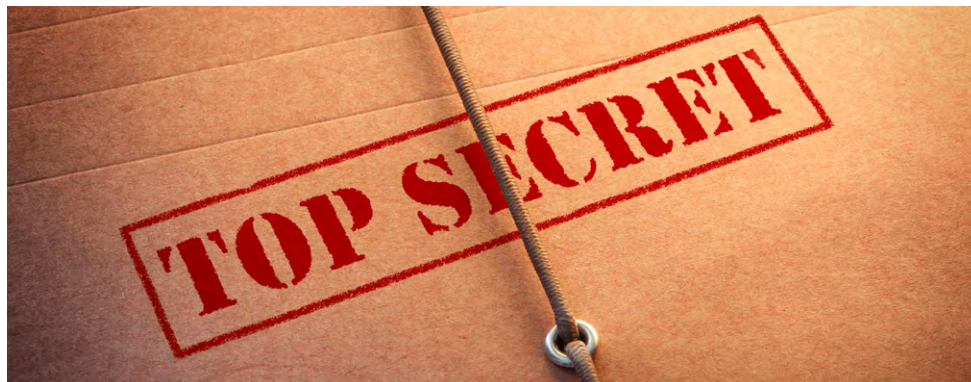
This was because "fragments of inactive virus can be persistently detected".

The issue was raised with the DfE by Robin Hood Multi Academy Trust (RHMAT) in Birmingham, which said it could create staffing shortages because of the risk of a false positive. The trust had already decided to follow the NHS advice.

But guidance issued to schools this week now states that "individuals are exempt from testing by both PCR and LFD within 90 days of a positive PCR test unless they develop new symptoms".

The move would "align the education sector guidance with the rest of the lateral flow device antigen testing guidance issued by NHS Test and Trace".

News

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Let schools tell pupils their grades before submitting them to us, exam board says

SAMANTHA BOOTH
@SAMANTHAJBOTH

Strict rules forbidding schools from telling pupils their grades should be dropped this year to prevent “sudden surprises” and reduce appeals, an exam board has said.

Ofqual proposes that schools should not tell students the grade they have submitted to exam boards this summer. Pupils would instead have an option to appeal after final grades are awarded on results day.

Last year schools were told they would be investigated for malpractice if they told a pupil their teacher-assessed grade before results day.

But exam board OCR wants Ofqual to allow schools to have an “ongoing discussion” with pupils about their potential grades.

In its response to the exams replacement plan consultation, OCR said this would allow “transparency and prevent any sudden surprises”.

“In our view, this in turn has the potential to significantly reduce the risk of appeals and gives the student some agency in the process,” OCR adds.

It believes teachers should be encouraged to “immediately” talk to students about evidence they have currently. It should be an “honest conversation” about how this might inform grading.

Another idea is to provide clarity for students about the “other sources” of evidence that will be reviewed before teachers make their grade decisions.

But Julie McCulloch, director of policy at the Association of School and College Leaders, feared that sharing grades before boards have quality assured them for consistency could “easily lead to a repeat of last summer’s chaotic scenes”.

She added: “It would build an expectation of a result that may change during the quality assurance stage.”

But she said that ongoing conversations with

students about the level they are working towards was good practice.

Last year, Ofqual decided that “inappropriate disclosure” of centre assessment grades and rank order information should be investigated by exam boards as “potential malpractice”.

For this year, Ofqual is proposing that “centre-assessment grades, rank order information and the judgments on which these are founded should be confidential until after results have been issued”.

OCR’s plea comes amid fears from exam boards that the schedule for issuing grades this year is too tight. Ofqual wants teachers to submit grades to boards by mid-June, with quality assurance ongoing that month. Results would “most likely” be issued in early July.

Students could then submit appeals straight away, which would be considered first by a school before potentially going to exam boards.

Instead, OCR proposes a timeline – formed in discussion with the Joint Council for Qualifications – of a results day in late July. It says it is “improbable” that exam boards can deliver the quality assurance proposed within four weeks.

Any delay would affect the appeals process. A group of education unions suggested last week that appeals should go straight to exam boards, rather than to schools in the first instance.

Any move to be more open about grades could also affect the number of subject access requests (SARs) received by schools. Pupils can submit SARs to find out what their centre-assessed grade and ranking place was.

Last year an exam script exemption applied, meaning schools only had to respond to requests after results day. The Information Commissioner’s Office said this week that it was considering how an exemption might apply to this year.

Throughout 2020, the ICO had 491 SARs complaints relating to the education sector. At least 43 of them related to state schools, although it is not clear how many were about exam results.

DfE tight-lipped over attendance league table proposal

JAMES CARR
@JAMESCARR_93

Ministers have been urged to clarify whether an “absurd” plan to base league tables on school attendance this year is going ahead despite classrooms being closed again.

In December, the Department for Education announced that exams results would not be included in league tables. Instead, performance tables would include information for parents such as subjects taken, pupil destinations and attendance data.

But the government would not confirm whether the plan to include attendance will now change with schools partially closed since January.

A DfE spokesperson said: “We will be talking to schools and colleges about the implications of how schools will be held to account for their performance in the current academic year in the absence of exams and will set out more information in due course.”

Paul Whiteman, general secretary of schools leaders’ union NAHT, said attendance data would only indicate “how hard a school has been hit by the pandemic”, something that has been outside schools’ control. “Clearly it would be absurd to use it to judge school performance,” he added.

The government has already had to scrap other proposals announced at the same time – including a plan to reintroduce on-site Ofsted inspections.

Loic Menzies, chief executive of the Centre for Education and Youth, said it would be “inappropriate” to use attendance as a published headline figure.

He added: “The schools facing the biggest challenges are the ones that have got that divide most marked, so you are going to be punishing schools for having a hard job to do.”

However, he acknowledged that the DfE was in a difficult situation as the sector needed some information about what schools have been doing this year.

News in brief

DO YOU HAVE A STORY?

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Almost six in ten students improved GCSE grades in autumn exams

Almost 60 per cent of students who took autumn exams in GCSE subjects other than English and maths improved on their grades issued in the summer, new data shows.

Twenty-five per cent of pupils achieved the same grade, and 15 per cent saw their grade fall.

The autumn exam series was established to give pupils who felt their centre-assessment grades were unfair the opportunity to sit an actual test. Those who did not improve their grade were able to keep the ones they received in the summer.

The proportion of pupils who improved their grades was higher for the remaining GCSE subjects than it was for English and maths (45 per cent) and for A-levels (around 50 per cent), with figures for the latter two published previously.

The differences are "likely to reflect the nature of students entering in the autumn series, and students' motivation for entering different qualifications", Ofqual said.

Overall, more than a third of entrants to



remaining GCSE subjects achieved a grade 7 or above. In comparison, 22 per cent achieved a 7 or above in 2019, and 28 per cent scored a top grade in 2020 after the government switched to issuing centre-assessment grades.

The majority of students entering the GCSE subjects last autumn took just one subject.

£65m teaching hub schools named

Seventy-seven schools have been selected to run 81 new teaching school hubs across England, with £65 million in funding made available by the government.

It takes the total number of hubs to 87. Six initial hubs were announced in January last year with £1.1 million in funding.

Teaching school hubs are the government's latest school improvement initiative. They will provide "high-quality professional development" to teachers and leaders, and play a "key role in helping to build up trainee teachers as they enter the workforce", the government said.

Each of the new hubs will have its own defined geographical patch and should be "accessible to all schools within that area, serving on average around 250 schools each". They will begin operating in September.

Four schools have been given funding to run two patches each, with the remaining 73 running one. The £65 million funding will cover three years.

The south of England and London have the most teaching school hubs (44), while there are 23 in the Midlands and Humber and just 20 in the north of England. See the [full list here](#).

More LA schools in deficit (but surpluses up, too)

One in eight local authority-maintained schools was in deficit in the last financial year, up from less than one in 10 the year before.

The proportion of local authority (LA) schools in deficit in 2019-20 rose for all types of school except secondary, where it fell slightly from 28.3 to 26.8 per cent.

The proportion of LA primaries in deficit rose from 7.9 to 10.3 per cent, while the proportion of LA special schools in deficit rose from 12.5 to 13.4 per cent.

There was a much sharper rise in the number of pupil referral units in deficit – from 15.9 per cent to 20.7 per cent.

The average deficit for an LA-



maintained secondary school also increased by £111,000 to £680,000 last year. The average deficit of a primary increased from £56,000 to £65,000.

At the same time, schools in the black posted bigger surpluses. In 2019-20, the average surplus of secondary schools increased from £390,000 to £458,000, while the average surplus in primary schools rose from £120,000 to £124,000.

Trainees can get QTS based on progress again

Trainee teachers unable to complete their courses because of Covid disruption will once again be able to achieve qualified teacher status (QTS) based on their progress.

Updated Department for Education guidance states that initial teacher training providers can recommend trainees for QTS if they are "satisfied that the trainee has demonstrated adequate progress towards meeting the teachers' standards during their course".

This is because the latest lockdown has caused a "variance in the disruption experienced by ITT trainees".

The change brings the rules for the 2020-21 academic year into

line with those put in place last year in response to disruption caused by the first lockdown.

ITT providers must still ensure that courses are as "comprehensive as possible", the guidance says, and should only recommend trainees for QTS in this way "where appropriate and necessary".

Providers should not recommend trainees for QTS if they feel they have "not yet been able to demonstrate adequate progress towards meeting the teachers' standards".

This may include trainees who have had their time available to undertake practical teaching experience in schools "significantly curtailed".

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Academics back call for 11-plus data transparency

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

Academies have backed calls from campaigners for grammar school entry test data to be shared with government and linked to pupil records so the fairness of the assessments can be evaluated.

A letter from Comprehensive Future, backed by 24 well-known academics and educationalists, calls for the 11-plus to be “subjected to the same kind of scrutiny as every public exam”.

The anti-selection group wants a statutory requirement that 11-plus results be submitted and linked to the National Pupil Database. This would allow the results to be evaluated and compared to performance in other public exams.

But grammar heads say the plan idea is “meaningless and would lead to misleading comparisons” between children.

The Comprehensive Future letter, sent to education secretary Gavin Williamson, warns there is currently no national data to show how many pupils sit and pass the tests or their characteristics.

“Most importantly of all, we cannot evaluate 11-plus results against children’s SATs and GCSE grades and young people’s A-levels without vital 11-plus data,” the letter continues.

The signatories (see full list below) include professors Becky Allen, Simon Burgess, Rob Coe and Stephen Gorard.

Currently, more than 100,000 pupils take over 70 different 11-plus exams administered every year by the 163 selective schools in England.

A 2016 report by the Education Policy Institute found only 2.5 per cent of grammar school pupils were eligible for free school meals, compared with an average of 13.2 per cent in all state-funded schools.

Dr Nuala Burgess, chair of Comprehensive Future, said it was of “particular concern” that there is “no way of knowing how poorer children fared in the tests taken last autumn, in the midst of the Covid pandemic”.

She added that schools now planning their tests for this year were under “no obligation to check how disadvantaged pupils performed in last year’s test and appear unconcerned by the severe challenges they will have faced”.

But the Grammar School Heads Association warned that tests varied across the country because the schools they serve are “not all



the same”.

Dr Mark Fenton, the GSHA’s chief executive, said grammar schools admitted “widely variable percentages of children” and pointed to admission rates of five per cent in some areas and 25 per cent in fully selective Kent.

He said the NPD was designed to contain data that is “consistent and comparable across all pupils in the country, whereas only a fraction of children across England take tests for selective schools”.

“Adding the results of tests that cannot sensibly be compared with each other to the NPD would be meaningless and invite wholly misleading comparisons between groups of children.”

He also accused Comprehensive Future of being “not genuinely interested in reforming selective tests... Instead, they want to abolish grammar schools – the clue is in the name.”

But Gorard said a link between the 11-plus and the NPD would allow researchers to “conduct powerful analyses of the fairness of admissions to, and the relative effectiveness of, grammar schools”.

The government abandoned its attempt to lift the ban on new grammar schools in 2017. Instead, ministers have attempted to make them more inclusive. A new expansion fund requires grammars to put plans in place to admit more disadvantaged pupils.

But analysis of admissions data from 14 of the 16 schools that split the expansion funding shows just 77 additional pupil premium places were created in three years, despite the number of overall places in those schools increasing by 367.

A Department for Education spokesperson said it was for individual school admission authorities

to determine the process for admission. There were “already protections within the system to ensure admission arrangements are fair without seeking further data from schools and local authorities”, they added.

The academics backing 11-plus data call

Prof Lindsey Macmillan, UCL Institute of Education

Prof Stephen Gorard, Durham University

Prof Danny Dorling, University of Oxford

Prof Robert Coe, Evidence Based Education

Prof George Leckie, Centre for Multilevel Modelling

School of Education, University of Bristol

Prof Alice Sullivan, University College London

Prof Steve Strand, University of Oxford

Prof John Furlong OBE, University of Oxford

Prof Francis Green, UCL Institute of Education

Prof Simon Burgess, University of Bristol

Prof Vikki Bolivar, Durham University

Prof John Jerrim, UCL Institute of Education

Prof Becky Allen, University of Brighton

Prof Sally Tomlinson, University of Oxford

Dr Jake Anders, UCL Institute of Education

Dr Gill Wyness, UCL Institute of Education

Dr Sam Sims, UCL Institute of Education

Dr. Matt Dickson, University of Bath

Dr Nadia Siddiqui, Durham University

Karen Wespieser MBE, Teacher Tapp

Dave Thomson, FFT Education Datalab

Timo Hannay, School Dash

Carl Cullinane, the Sutton Trust

£500 on orange juice: Supersized trust's 'luxury' venue spend revealed

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES

An academy trust that opened from scratch with 10 schools has been criticised for spending thousands of pounds on adverts in a lifestyle magazine and on staff events, including one at a five-star hotel.

Galileo Multi-Academy Trust also spent £1,000 on a "grand marquee" and £476 to provide a "glass of orange juice per guest" for a launch event in 2018.

A total of £3,236.44 was spent on adverts in a "high fashion" magazine. A 2019 piece in the magazine interviewing trust chief executive Anna Coulson and trust chair Nik Tunley had a "focus on them personally rather than on their role within the trust", the report said. They answered questions about their favourite food, clothes and holidays. Neither Coulson nor Tunley is still in post.

Schools Week revealed last year that the trust had been investigated by the Education Skills and Funding Agency just 14 months after opening in 2018 with 10 schools, based in the Redcar and Cleveland area. Despite investigators visiting in June 2019, the report has only been published this week.

The ESFA found that academy rules were breached and concluded that the trust had "weak internal controls [over] procurement, recruitment and selection processes".

Payments to firms linked to trustees and irregular spending on gifts were also flagged. However, names of those cited in the report, and mentions of firms they run, have been redacted.

'No rationale' for spending on 'luxury' venues

The trust held a meeting in October 2018 at a "five-star luxury golf and spa hotel" costing £1,575, with £175 for conference tea and coffee. A list showed the meeting had just 25 attendees, although Coulson claimed that "approximately 75 delegates" were present. It is understood that Sean Harford, Ofsted's national director of education, spoke at the event.

Another £405 was spent on a team-building meeting involving the trust's central staff in March 2019. Meanwhile £1,476 was spent at a local venue for the trust launch event in April 2018 – including £1,000 for the "grand marquee" and

lux

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ANNA COULSON AND NIK TUNLEY

We catch up with Anna Coulson and Nik Tunley to talk Galileo - a 10 school



Financial
management and
governance review:
Galileo Multi Academy Trust

January 2021

£476 for a "glass of orange juice per guest".

The ESFA said there was "no documented rationale" for hiring venues for

meetings. Some expenditure did not represent value for money as the trust had access to meeting rooms on site.

Thousands paid to 'high fashion' magazine

The report also found that £3,236.44 was spent on adverts in regional lifestyle magazine Luxe, described as a "combination of high fashion, on-trend interiors and the best in food, travel, beauty, motoring and more".

The ESFA stated: "There was no obvious link for school advertising. A tweet by the trust about an article in the May/June 2019 issue of [Luxe magazine] featured interviews with the CEO and chair. The interviews focus on them personally rather than on their role within the trust."

Coulson said they chose this magazine as "they felt it reached a wider audience and was more suited to promoting the trust to local parents, in addition to attracting trustees with a business background". But the ESFA said the trust could not provide a documented rationale.

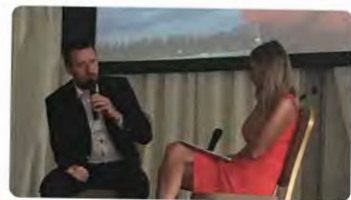
£20k for Bradley Wiggins speech

The ESFA was tipped off about concerns over a guest speaker at an event, however this allegation was not upheld.

Galileo trust tweeted about an event on June 7,

GALILEO MAT
@GalileoTrust

An amazing day. Our CEO @AnnaCoulsonCEO interviewing the ever inspirational Sir Bradley Wiggins. Thank you, @SirWiggo for being so motivating for the school leaders in our area.



2018 (see image) where Coulson had interviewed British cycling Olympic champion Sir Bradley Wiggins.

Investigators found that invoices totalling £20,062.22 were sent to Galileo for payment.

However, the bill was passed on to the Landmark Teaching School Alliance for payment, where Coulson was previously a director. The alliance was made up of the schools that went on to form Galileo.

Attendance for the event, titled "Power of Positive Leadership in Education", was priced at £125 for alliance delegates and £150 for non-members.

CEO 'proud of her work'

Coulson told Schools Week: "I remain proud of the work that I did at Galileo. There are a lot of hardworking people in the trust and all of the children are truly wonderful. I wish them all the best."

Tunley has been approached for comment.

None of the nine Galileo trustees listed in its first accounts for the year ending August 31, 2018 – including former England rugby league captain Jamie Peacock – are still in position.

Last year, experienced education practitioner Les Walton was appointed as interim chair. He told Schools Week that all the issues in the report have now been dealt with. A new board of trustees and chief executive have been appointed to "drive change [and] look positively towards the future, ensuring that the trust goes from strength to strength".

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FE WEEK

International qualification gives SCITTs chance to expand overseas

JESS STAUFENBERG

@STAUFENBERGJ

EXCLUSIVE

Government proposals for an international qualified teacher status qualification represent a “real opportunity” for school-based providers to expand overseas, teacher training experts have said.

A consultation published on Saturday set out proposals for an “iQTS” which could be delivered by English school-centred initial teacher training providers (SCITT) and universities to countries around the world.

The iQTS would follow the English QTS model but be “adaptable” to local contexts, the consultation adds. It is “a new and distinct opportunity for providers to sell a government-backed qualification in the rapidly expanding global teacher training market”.

Teacher training in the UK is “highly respected and sought-after around the world” and the qualification could be delivered in “the global state and private sectors and British or other international schools”.

Sir Andrew Carter, chief executive at Surrey South Farnham SCITT, said an overseas operation was “certainly something a well-established SCITT, such as ourselves, would look at”. He added: “There’s a real opportunity here.”

The consultation states that ITT providers could deliver “all training virtually”, offer in-house training, or take a blended approach with regional mentors.

However, experts seem split on whether SCITTs would need a higher education partner and



whether a PGCE would also have to be offered.

James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, said that for the iQTS to “have any credibility overseas, there will probably have to be a university link”.

But Carter said he thought it would be “perfectly possible for a SCITT with proper resources to deliver this without a university”.

He added that any source of revenue from offering an iQTS “could only benefit the SCITT”, while also giving English providers the opportunity to learn from international contexts.

Some ITT providers already offer international PGCE courses but cannot award qualified teacher status unless the trainee is a UK resident.

Emma Hollis, executive director of the National Association of School-Based Teacher Trainers, said the proposals held potential for innovative SCITTs.

“If the English system is unique because it’s very much a chalkface model, then that’s what makes it of interest to others,” she said. “I think SCITTs can get in on this. It’s the brand of QTS that matters, not who delivers it”

The consultation document proposes that providers “have flexibility over the structure and delivery of courses”, including “for example whether they include an academic qualification such as a PGCE”.

But Professor Lynne McKenna, academic dean of Sunderland University’s faculty of education and society, said she did not think “a provider would have that reputation and standing overseas without the PGCE as well. It’s an important part of the QTS brand”.

McKenna also warned that the standards which English teachers must meet to gain QTS include a commitment to fundamental British values, which might not be welcome in all contexts. “That’s a conundrum for the DfE,” she added.

Noble-Rogers said it was “ironic” that the consultation praises the English providers when the government has pledged an ITT market review to slim down the sector. In November, one source told Schools Week that the government thought too much teacher training was of low quality.

“If the market review undermines university involvement in teacher education, what implications would that have for the iQTS?” he added.

Providing a route to the English QTS from the international qualification “could be integral to create a qualification that is exportable”, the consultation says.

The proposals form part of the government’s “international education strategy 2021” which includes other initiatives such as the Turing scheme, a replacement for the Erasmus+ scheme. The consultation closes on May 3.

EXCLUSIVE

JESS STAUFENBERG | @STAUFENBERGJ

Edenred won third school meals contract without open tender

The Department for Education failed to run an open tender for the most recent free school meals voucher contract, rolling it over to supplier Edenred for the third time.

Ministers were criticised for not running an open tender for the first two contracts handed to Edenred last year which rose from £78 million to £425 million. The public accounts committee criticised the DfE for not seeking to negotiate better terms when the first contract was extended.

Now the DfE has told *Schools Week* that there

was no open tender when the voucher scheme relaunched on January 18.

Geoff Barton, general secretary at ASCL, said: “It does beg the question of why the government did not foresee the likelihood of another lockdown and run a tender process at an earlier stage.”

However, a DfE spokesperson said the government had “improved the terms of the contract”, although they would not confirm what these were.

But the department is now working with the

Crown Commercial Service to launch a cross-government and public sector tender for retail vouchers, including food vouchers.

A prior information notice for the £3.3 billion procurement, published on January 29, says the contract notice will go out on March 5.

Meanwhile the Cabinet Office is consulting on a green paper published in December called Transforming Public Procurement to “speed up and simplify procurement processes”. It includes a proposal to allow “limited tendering in cases of extreme urgency”.

EDITORIAL

DO YOU HAVE A STORY?
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Time to think bigger on Covid catch-up

Extending the school day or the summer term are the latest policies being teased by ministers to help children catch up on lost learning.

Many schools with extended school days have spoken of the benefits (pages 7 and 8). But there's a big issue to be solved: staffing.

Teachers are contracted to work a specific number of hours. Extending school days will likely take them over those hours (or, more accurately, will eat into time they already devote to other tasks that they can't fit in).

Schools have made it work by utilising flexible working or extending holidays. When it comes to summer schools, leaders often pay support staff to lead the charge.

If the government is serious about this policy, then it must either think bold for a solution or go big on funding.

Catch-up commissioner Sir Kevan Collins suggests extra lessons could take the form of more online learning.

That may solve the staffing conundrum, but it is not enough to deal with the huge recovery operation now needed. Time for ministers to think bigger.

Transparency is vital on school rebuild cash

It was good – finally – to see the government announce the names of 50 schools that will be rebuilt in the coming years with £1bn in capital cash, in the first part of its new ten-year programme.

But as many leaders with crumbling classrooms know all too well, ministers are simply playing catch-up. The National Audit Office predicts it will cost £6.7 billion to bring the current school estate up to a satisfactory standard.

It is therefore vital that the rest of the rebuilding programme is not piecemeal. A ten-year programme needs a ten-year funding settlement. This can't be left to be confirmed at future spending reviews.

Heads also need clarity over where their school sits in the queue, or indeed if they're in the queue at all. At the very least, this would put to rest any questions about how the first 50 schools were selected.

The government could solve this easily by publishing national data from its condition data collection.

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Sir Kevan Collins appoints 'education recovery' tsar

... **Ann Kennedy**

Is there any value in the idea of cancelling this (2020-2021) academic year? And when children return to school (maybe March?) – particularly primary-aged children, let them follow a maths/English/science curriculum for half the day, the rest let them follow other “enjoyable” subjects – sports, arts, music, drama, dance, storytelling, cookery, creative crafts, as well as planned out-of-school visits.

There's also room for those with special skills in mental health to help our youngsters. And since finances for some families are tight, we need to teach them how to “balance the books”.

For seniors, why not defer their decision to follow a certain career path? Some do not know what they want to do at 17 or 18. Some won't thrive at university. Maybe they can be given a “cash voucher” to be used whenever they need it for training purposes, when their minds are more mature.

... **Andrew Seber CBE**

Great to see Kevan at the centre of this. A long time since my chief education officer and National College for School Leadership days, but my instincts remain. I agree with the voices calling for something as fundamental as rethinking year groups and transition. There will be costs, and the independent sector will worry about fees, but the stakes are high anyway. Be bold.

Covid-19 vaccine denied for special school staff – then reinstated

... **Gail Stickland**

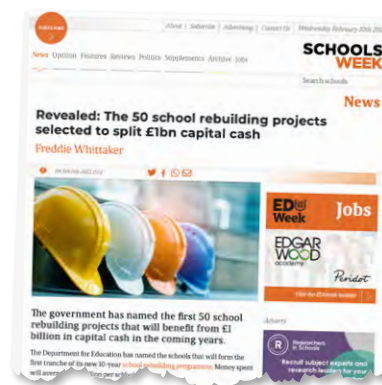
It's great that staff at SEN schools are offered the vaccine. However, there are hundreds of learning support assistants in mainstream senior schools sitting beside vulnerable students, whether they be SEN, or safer for them to be present at school. Also, more and more “other” students attending because of not coping at home. But, we have not been offered the vaccine. Teachers are not even in the classroom as they are presenting live online lessons from home. Many of us are even in the over-60s age group. Why can't we have our jabs now?

REPLY OF THE WEEK

 **Andy Byer, @Framheadteacher**

Revealed: The 50 school rebuilding projects selected to split £1bn capital cash

Very disappointed to see this and find, once again, Framwellgate School Durham has been overlooked. I know these schools will be delighted but I have NO idea on the criteria used, or where we sit in the queue. We need transparency.



Leaders forced to cap places as school attendance rises

... **Stephen Morgan**

Do we now see it's time for the wider community to return to our primary schools? As we are managing so many already, and the science is still showing the lower risk to primary, could it be that it's time to get children back to the place they need to help them thrive? Or why not accommodate more by asking parents to keep their child on days they don't work. That would reduce class sizes.

Do we also really need two weeks to prepare in primary? Primary are amazing organisers and it's just a return to the first day back routine in January. I can't see it taking two weeks.

I speak as a primary teacher, single parent with two of my own.

Williamson: we must secure education technology's great leap forward

 **Darren Walkerdine, @DWalkerdine**

The evidence infers pupils learn more from teachers than through edtech. There is a place for edtech, but a balanced approach is required.

 **Christine Jenkins, @ctljenk**

[Laptops delivered] Next week? Schools had to turn their [remote education] plans around with less than 24 hours' notice, and here you are boasting about laptops that were needed 11 months ago.

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ST GILES SCHOOL

‘It’s still unique for special schools to lead the way. We have to shout a lot.’

Into headship before he was 30, Clive Lawrence has taken his special school to ‘world class’ status and an ‘outstanding’ grade. How did the cheeky boy from the estate get himself - and his school - to where they are?

On his 28th birthday, Clive Lawrence was starting his first ever headteacher role. It was just five years since he’d qualified as a teacher and ten years since he’d volunteered as a teaching assistant, making him one of the youngest heads in the country. Perhaps even more extraordinarily, he’d come from circumstances that stacked the chips heavily against him: he and his younger brother grew up on one of Derby’s most impoverished housing estates and were two of the only children from an ethnic minority background in the area. Their mum left school to have him aged 15 and brought him up in a white family as a single parent in

the 1980s.

Now, aged just 35, Lawrence has a formidable record under his belt. He’s turned St Giles special needs primary school, in Derby, into everything from a teaching school supporting other settings to an internationally recognised “world-class” institution.

A special needs school that is leading the way on excellence for other schools is not a dynamic you often hear about.

With such a sombre backstory on the face of it, Lawrence could relate his personal tale with great seriousness. But he doesn’t. His eyes twinkle constantly. There is barely a moment when he is not chuckling or

grinning, and it soon becomes clear that one of Lawrence’s qualities is as a top storyteller. I can’t stop laughing.

“Me and my brother were the only mixed-race kids in my family. When I think back to the terminology my nan used to use...” he breaks off, chuckling. “My nan would take us shopping with my cousins, and she’d say, ‘These are my white grandchildren, and these are my coloured grandchildren.’ She didn’t mean it badly! She loved us.” He continues to smile as I ask where he grew up. “If you said you were from the Allenton and Osmaston estate like we were, that wouldn’t go down very well! But I loved it, I absolutely loved it. People said they wouldn’t walk through there

Profile: Clive Lawrence



With his other younger brother



Lawrence with his mum and brother



Lawrence with his mum and brother

at night but that would never have fazed me. Everyone knew everyone, everyone looked out for each other." He also recalls "some cultural friction" in his early years between his mum's family and his dad's, who were from a Jamaican background. But both families loved the boys, he says, and the friction eased off.

Lawrence shares an ability to see the magic in situations with another storyteller of great importance to him: Roald Dahl. It was his primary school teacher, Mrs Farthing, who introduced him. "Bless Mrs Farthing, I loved her. She used to read us Roald Dahl stories all the time. I remember there were a lot of Irish traveller children in our school, so she read us Danny, The Champion Of The World,"



Lawrence with Derby County mascot Rammie celebrating the school's 20th birthday in 2019

"The reality is that if there was a BA in headship, I would have done that"

he says, referring to Dahl's book about a boy who lives in a caravan. "She was obviously trying to teach us about acceptance. That's where I developed a love of reading, and of becoming a primary school teacher one day."

Primary school headship was in Lawrence's sights from that moment, leading him on to a three-year BA Hons in primary education at Northampton University. When someone later asked him what else he would have done other than teaching, he didn't have an answer. Leadership in particular drew him. "The reality is that if there was a BA Hons in headship, I would have done that degree," he hoots. "I've always wanted to be a leader." He leans in conspiratorially to the screen. "My mum came across a report from my PE teacher in year 2. It said, 'Clive is really enthusiastic. However, I have to keep reminding him he's the pupil and not the teacher, as he keeps trying to tell everyone

what to do.'" He grins broadly.

The choice to seek inspiration – "I'm always quoting quotes, me" – and see the positive in situations is clearly core to Lawrence's character, and also quite evident from the walls of his office. He shows me a framed picture of Charlie and the Chocolate Factory in Quentin Blake's brilliant drawings, with the quote "Nothing is impossible". "I work in a special school, so I use that one quite a lot." Another one from Dahl reads: "Those who don't believe in magic will never find it." But, perhaps most unusually for a headteacher, Lawrence has his inspiration inked on to his very skin. Matilda, Charlie, James and the Giant Peach and the BFG are all intertwined in a huge tattoo on his right arm. I imagine it is a total trump card with shy children. "I had this dodgy tattoo there before, from when I was 15," explains Lawrence. "So I thought I'd get something more...um...professional." Like

Profile: Clive Lawrence



Lawrence's tattoo of Roald Dahl characters

his stories, Lawrence has taken something that could appear rough and made it endlessly charming.

Yet Lawrence acknowledges that one of his other motivations for his work comes from seeing his brother struggle at school and in life. His younger sibling got in with the wrong crowd on the estate and was eventually permanently excluded from secondary school. "Teachers would also say things to him like, 'you're not like your big brother Clive', which compounded the issue," he says. Lawrence has been the special guardian of his younger brother's three-year-old daughter since birth, with legal parental responsibility - a decision taken to help his brother out who was experiencing difficulties in life at the time, and to ensure his niece remained within the family. He holds a picture of a smiling little girl up to the camera, beaming himself.

So although Lawrence may have only been a teacher for five years before being made head at a primary special school in Staffordshire, one suspects he has been watching and learning closely for many years. Circle of life stuff was close to home. From age 15 he'd volunteered with a holiday camp for disadvantaged kids in Derby, and in the archive of black-and-white pictures of the camp he found a picture of his mum, who'd gone there herself as a child.

Such experiences and inspiration make Lawrence's drive for excellence seemingly



Lawrence with former Derby County midfielder Bradley Johnson at a fundraising event

"I legged down the corridor into the staff room and shouted, 'WE'VE DONE IT!'"

quite unstoppable. He credits Melsa Buxton, his first headteacher as an NQT, with emphasising the importance of being "highly ambitious, driven and aspirational" for pupils with special educational needs.

When he took his second headship, at St Giles in 2015, he was determined the school should reach the top and introduced three new curriculum drivers: communication, independence and community. When a pupil's EHCP arrives, staff approach it with those three goals in mind, he explains: vastly increasing a pupil's communication abilities, their capacity to work independently towards an adult life, and building a sense of community in which pupils are engaged and happy. A big outdoor education programme was launched to help meet all three goals, so that now every classroom has its own outdoor area. Pupils learn to use saws and hammers, make fires and build dens.

It was in 2016 that inspectors came to check if the school still deserved its

'good' grade. They said it did. "But we wanted absolute clarity on why it wasn't outstanding. It was bouncing to and fro all day," laughs Lawrence. Inspectors looked at more evidence and agreed to convert the inspection into a two-day visit. That afternoon, they told Lawrence the news - the school was 'outstanding'.

"I said, 'Can I just nip to the loo?' And I legged down the corridor into the staff room and shouted, 'WE'VE DONE IT!' and we were all going mad," cackles Lawrence. "Then I said, the inspector thinks I'm in the toilet, so I ran back and composed myself."

Since then, the school has won SEN School of the Year at Pearson's Shine a Light Awards in 2019 and achieved "world-class school" status, a quality mark that looks at the development of pupils' qualities and characteristics, instead of national assessment frameworks. Meanwhile, the school delivers inclusion and SEND training to about 40 schools, sharing best practice in mainstream settings.

"It's still quite unique for special schools to be seen to be leading the way," says Lawrence. "We have to shout a lot."

But it's working. As we speak, Lawrence's phone rings. He puts it down after a moment. "That was the DfE." He's going to be part of an 'inspirational headteachers' series.

Perhaps finally special needs schools like his, and special needs heads like him, will get the full recognition they deserve.

Opinion

DO YOU HAVE A STORY?
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CARLY WATERMAN

Headteacher, Lodge Park Academy,
David Ross Education Trust

An inspector (video) calls. Our experience of Ofsted remote visits

The regulator has a difficult balance to strike between accountability and distraction but our inspection team got the tone just right, writes Carly Waterman

It's only 18 months ago that – to general acclaim – Ofsted launched its new inspection framework. Since then, the regulator has been relegated to the educational sidelines. Their absence has created issues for schools like mine, stuck with the wrong score on the door and desperate to show our improvement.

So it was with some caution that I welcomed their return this term for 'remote visits'. How could inspectors get a true picture of our performance through video conferencing? And without a grade at the end of it, how could they ensure the process was productive for the school and its community and not a distraction from the day-to-day pressures of teaching through Covid?

The short answer is that I needn't have worried. When the call came, it was the start of a supportive process from start to finish. What we experienced was a clear continuation from the term-and-a-half the new framework was in place before disaster struck.

Their operational note, published

last month, shows the inspectorate has adapted its practice. But rather than hastily devise some onerous pandemic-specific framework, Ofsted has opted to stay entirely

“ There were times you could almost forget an inspection was happening

focused on curriculum.

Of course, there are quirks to the process. For starters, the entire inspection took place over Microsoft Teams. Strange, but not unpleasant. We're all used to such platforms by now and other than a fair few instances of "You're on mute!", the technology held up.

But even with technology that works, it isn't at all obvious how you inspect a school you can't set foot in and where, even if you could, most students and teachers are working remotely. Thankfully, the inspection team approached the challenge with flexibility and good humour.

The inspectors couldn't have been clearer: They had no intention of disrupting our provision, expected us to do nothing special or extra for them, did not want to drop in on live lessons, and understood that whatever schedule we came up with would be 'a work in progress'.

Tellingly, we had considerable



input into the scheduling itself. We started from their suggested outline but emails back and forth saw it

evolve through a few versions.

The final one was approved on a video-conferencing call with both inspectors.

Everything was done in collaboration, including the choice of subject leaders (four of them) to meet. We were also able to choose which members of staff and which students were spoken to and which additional meetings we might like.

Determined not to disrupt live lessons, the inspectors watched recorded lesson segments during the meetings. Now skilled at screen-sharing, my team showed snippets to demonstrate how they had adapted the curriculum in current circumstances.

How the curriculum is being adapted currently for SEND students was a running theme. How we're supporting early readers during lockdown, another. Safeguarding was a thread, but if we hadn't requested it there would have

been no separate meeting focused solely on welfare. And yet, that is what fills our days and disturbs our sleep!

With regards to the approach itself, it's fair to say there were times you could almost forget an inspection was happening. No frantic pacing outside doors to find out what had been asked; no arm-raising in despair following a meeting with an unexpected line of questioning; no text message reminders to mention X or Y; and definitely no tears.

Instead, we were able to express the unique personality of our school. We invited inspectors to attend a live CPD session, and they happily obliged. They even stopped by for our 'pets assembly'.

Some old habits die hard, it seems, as we noted with secret pleasure that the inspectors were very familiar with all the content of our website, including letters home to parents. Overall though, it felt like a conversation rather than an inspection – candid, validating and very human.

At any time, that's something to be grateful for. In these times, never more so. We still have the wrong score on the door, but we await the post-inspection letter with relish.

Opinion

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AMBER
SMITH

SCITT trainee, Leicestershire

Pandemic teacher training is a privilege, not a hardship

The most valuable lesson has been the importance of practising what you teach, writes Amber Smith

Term 2 of teacher training and my placement is completely online at this point. I am only able to observe classes, and progress towards teaching is made infinitely harder by the fact that my future students are not happy, smiling faces behind desks but names on black squares in a video conferencing app. They're mostly silent, except of course when you really need them to be ("Can you mute your mic, please?"). That said, their teacher is doing a fantastic job keeping learning happening.

Then there's the difficulty of setting exercises when you don't know who has access to what materials. Sure, anyone who has completed a SCITT programme knows it's a challenge. When I signed up for mine as a career changer last year I knew that would be the case. Naively perhaps, what I didn't account for was the added test of completing my training during a pandemic.

I began my art and design teacher training with Leicestershire Secondary SCITT in September. It wasn't long before I became aware of the implications of the timing. Schools were fully reopened at the

time, of course, but local infection rates meant blended learning was already the norm rather than the exception. Given the pressures schools were under, how the course leaders even managed to get us all on to school placements with only a week lost to Covid alterations seems a miracle to me.

Organisation is rapidly becoming a vital part of my skillset, but it'll take

“ In spite of everything, my experience has been an ideal introduction to the career

some doing to match that. Still, it's evident I'm learning from the best – not just the course leaders, but our trainers too. The first of our two placements was relatively normal; we had to deal with the same adjustments as all other teachers. But since everything was new to us at that point, things were much harder for our mentors than for anyone else.

And yet, in spite of everything, my experience has been an ideal introduction into the career. My teacher educator didn't miss a step, quickly pushing me into leading lessons with an admirable level of support and patience. A key lesson for me is that, when it comes to habits of, and behaviours



for, learning, you have to practise what you teach. The school and the

SCITT are both glowing examples of what it means to be in education: helping people, changing lives and providing a safe space for all.

So as I sit remotely observing remote learning, I'm not focused on what I've lost. To be sure, this year has been hard and the path ahead remains uncertain. We missed out on opportunities to see special schools and on primary placements. Some of the safety protocols have made teaching difficult and some of our PGCE assignments have had to change last minute. Moving on to our second placements in full lockdown was a whole new level of challenge.

But I have added so many new skills to my repertoire in quick

succession. I am a visualiser wizard and my IT skills are growing daily. I've learned the importance of community and parental engagement in a way I could never forget. I've observed excellent teaching in the classroom and online. I've had a chance to practise both and watched experienced and highly effective teachers continue to learn and grow themselves.

Training to teach during Covid is not a hardship; it's a privilege. And it's not just teachers' care and commitment that's been so enthralling. Teenagers' ability to keep laughing given everything that's been thrown at them is too.

The future is even more uncertain for them. The impacts of the pandemic on this generation of young people will not be fully understood for a very long time. For now though, and while they remain at school, they will have at their side perhaps the most determined and most resilient generation of NQTs there has ever been.

Opinion

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PAMAN
SINGH

Associate Principal Litigation
Solicitor, Law at Work

Can schools make staff vaccination mandatory?

There are good arguments for expecting school staff to get vaccinated against Covid but any policy must consider those who can't or won't, writes Paman Singh

News of a vaccine is the light at the end of a very long tunnel for many teachers and school staff. Discussions around where in the pecking order teachers will fall in its rollout are ongoing, and with so much still unknown, there is already speculation that restrictions will be placed on those who don't receive it. While the government maintains it will not impose such restrictions, it's hard to see how it could stop other organisations from doing so.

Like all other employers, schools are required by law to ensure all "reasonably practicable" steps are taken to reduce workplace risks. They will almost certainly have a positive obligation to strongly recommend all staff get vaccinated, especially given the obvious and demonstrated risk of virus spread in the classroom.

However, there remain those who, for reasons varying from religious beliefs to health concerns, can't or won't take the vaccine. They could present schools with a challenging

and complex issue.

Government has made clear vaccination will not be mandatory, and an employer can't force an employee to take it up. However, employers may have a responsibility to furnish employees with guidance and advice on the vaccine's benefits. Active engagement in this process may be

necessary for employers to provide evidence of compliance with their duty under the Health & Safety at Work Act.

In addition to this duty to inform, employers will likely have some manoeuvrability. If an organisation can show that the requirement for an employee to be vaccinated is a reasonable management instruction, then any refusal could justify disciplinary action, perhaps even dismissal, if deemed unreasonable. This would likely apply in circumstances where the employee's role puts them in a position where some element of close contact is unavoidable, such as schools.

But although it may feel like



education sector employers would be on firm ground requiring staff vaccinations against this deadly virus, much of the legal argument will depend on the particular circumstances, including the employee's reasons for refusal. For refusal to be deemed reasonable there would need to be significant justification. For example, a fear of needles wouldn't cut it, but trypanophobia – a fear of needles

“ Much of the legal argument will depend on the employee's reasons for refusal

to such an extent that the sufferer could be defined as a disabled person under the Equality Act – could.

Similarly, certain religions may take exception to the use of animal products in the vaccine. However, attempts by vegetarians, vegans or even anti-vaxxers to justify their stance on similar grounds is unlikely to be successful.

Further, an employee might refuse on the basis that the contents of the vaccine are incompatible with their medication, or that their health condition otherwise renders them unable to have the vaccine. Where their health condition amounts to a disability, this introduces additional considerations for the employer,

particularly as they have a duty to make reasonable adjustments for disabled employees.

One thing is for sure, the situation is not as straightforward for employers as it may appear. It is going to be vital to initiate open and sensitive conversations with staff to avoid situations where genuine reasons for not taking the vaccine are overlooked or dismissed.

The additional work around these conversations will be crucial too. Organisations should consider engagement with trade unions and employee representatives now if mandatory vaccination is a consideration. Likewise, having a robust vaccination policy in place that clearly establishes what is required, by whom, and the process in the event of non-compliance will be crucial. That is something all organisations should be considering and seeking advice on now.

Like so much of the past year, this area of employment law is unprecedented. As this high-profile and extremely complex area will almost certainly throw up difficult decisions, schools should take appropriate pre-emptive steps to put themselves in the strongest possible position.

By seeking advice early, school leaders can enter into conversations with staff before the issue goes from urgent to critical.

Opinion

DO YOU HAVE A STORY?
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Despite a slow-down in academy sector growth overall, some have clearly out-performed others. Who? How? And what can we learn from this? Pam Tuckett finds out

Decision-making during the pandemic has been challenging. However, trust boards appear to have adapted quickly to the demands of pandemic leadership, and MATs have shown remarkable strength and flexibility in dealing with continual change.

At a general level, Covid has created an increased pressure to focus on operational matters rather than strategic decisions across the sector. This change in leadership emphasis has meant that the skills and knowledge required of MAT trustees have continued to increase, with boards required to be far more effective in the way governance is undertaken. Their legal and moral responsibilities, both as employers and chief supporters or organisation leaders, have really come to the fore.

It has also contributed to the annual rate of sector growth slowing from 10.8 per cent in 2019 to 7.8 per cent in 2020. However, this whole-sector trend disguises an unequal growth that has seen the strongest and more centralised trusts continue to lead.

Looking closer at the detail, we can see that while MATs overall are still growing, it is the fully centralised MATs that are growing most. In fact, decentralised trusts have decreased in size, indicating that some have rebrokered schools while others have themselves been rebrokered. This is also consistent with feedback from our clients that moving to a more centralised model is often part of the



PAM TUCKETT

Head of education, Bishop Fleming

What academy finances can tell us about the future of the sector

conditions applied by headteacher boards.

In the past year, it is non-educational issues that have highlighted some of the benefits of being in a MAT, particularly a larger one. The academy sector has many stakeholders to consider, which can

maintenance. While this year's operating environment has been incredibly tough, the first lockdown actually resulted in many schools saving money, improving the financial position of the academy sector. However, while lockdowns have reduced demand for supply cover,

“ This has been a year of difficult choices, and we're not out of the woods yet

hinder the necessary changes to the delivery of education. Having a central leadership team with the time and expertise to respond quickly to external events improves the impact a trust can make.

This has been a year of difficult choices, and we're not out of the woods yet. With more tough decisions ahead, the crucial matters are how trusts go about making these decisions, how their resources are spent and how effective their decisions are.

Even before Covid, trusts were ensuring they spent their budgets as efficiently as possible, reviewing staffing levels and identifying cutbacks in non-essential expenditure, such as building

for example, these costs are likely to increase again in the future.

That's why trusts have found it difficult to approve budgets that enable them to be agile in the face of constantly changing demands. This is especially necessary amid the pandemic, so while additional income from government has been welcome, the manner in which it has been made available has not. In fact, it has made it near-impossible for trusts to budget accurately. As a result, it is difficult to predict the outturn for this financial year.

In these increasingly challenging times, it is crucial that reliable management accounts are produced to aid decision-making. Trustees should be prepared to robustly



challenge both the management accounts and budgets to ensure delivery of educational objectives in the most cost-effective way.

Our advice to clients when preparing budgets is to avoid falling into the trap of automatically placing incremental increases on actual costs incurred in the previous year. It is by remaining focused on the financial challenges that fresh thinking and considered alternatives emerge. And in the end, budgets should be based on trust improvement plans to ensure resources are deployed effectively and sustainably.

There are positive take-aways from the past year. The move to virtual governance, for example, has brought benefits such as time saving and increased inclusion and accessibility. Most importantly, MATs have demonstrated the robustness, effectiveness and agility of centralised governance.

As we emerge from these troubled times, the centralised MAT model is increasingly demonstrating its potential to deliver schools that are free from financial and logistical distractions and able to focus on education and community.

And that is surely what we need as we look to the recovery.

Opinion

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Lockdown Diary - A test of character



**SOPHIE
MURFIN**

Executive principal, Wise Owl Trust

Monday, February 1

Jenga. That's what it's like running a multi-academy trust in a pandemic. One wrong move and the whole lot could tumble down. This week that piece might just be me. Covid has finally come calling. A positive test last night and here I am, trying to keep the show rolling from my sick bed.

To be honest I was feeling almost invincible. When symptoms started – pounding headache, dizziness, exhaustion – I put it down to stress. Alongside everything else, we are having a new heating system installed throughout school, replacing every pipe and radiator. So, when drilling started outside my office on Friday, I put my head on my desk with sheer exhaustion and thought maybe this is what burnout feels like.

We've had lateral flow tests in school for a week now. A routine test on Sunday confirmed my worst fears. I've got Covid. I don't know what's worse, the headache or the guilt of 'putting upon' my colleagues. I frantically cancel my diary.

At Wise Owl we specialise in character education. R.E.S.P.E.C.T. is the motto we live by – Resilience,

Empathy, Self-Respect, Positivity, Excellence, Communication and Teamwork. But today my resilience has gone out of the window. Eleven months into Covid and I've finally hit a wall.

It can't last long. At 3.30pm, I'm hosting a Zoom meeting, work shirt over my pyjamas. Practise what you preach.

Tuesday, February 2

The first time in my career I haven't been on site. I even had my tonsils out over a half-term so I wouldn't miss a day.

Meeting at 11am. Turns out you can even log in to Zoom from your sick bed. I look horrendous and my woolly Covid brain struggles to string a sentence together.

I go back to bed before, ping! A notification reminds me of another Zoom people are trying to join. Shirt back on to let everybody in to our local governing board meeting. For the first time ever I have to apologise and log out.

Wednesday, February 3

Night sweats are now an occupational hazard, irrespective of Covid symptoms. There's such a massive pressure to look



out for our children, staff and families. We are not just a place of education – we are a place of safety, emotional, medical and financial support, nutrition... Everything the community needs.

People think staying open is a just case of covering teacher absences but we've got 1,700 pupils and 235 staff over three schools. It's a massive cog turning that's invisible to most people. And everyone's looking to me for answers.

This time, the sweats are Covid-related. I feel like hell but my bed – with two mobiles and laptop – is now the trust's nerve centre. The cogs must keep spinning.

Thursday, February 4

News on the debate over schools reopening filters through my viral fog. Not that we have been closed. In the first lockdown we had 30 pupils in, this time it's 300.

Back then I monitored developments constantly. Now, after so many massive government U-turns I've learned the true value of one of the main character

lessons we teach – self-confidence.

From that stems confidence in others, so today I'm strict with myself about not taking part in the email chaos. Our three principals are highly competent and will do the right thing for our schools.

Friday, February 5

Feeling a little better, and very aware I'm one of the lucky ones. My main worry now is how do we all survive this pandemic, mentally and physically?

It's been a tough week but, logging in from my bed once more, I'm taken by how much the kids can teach us about strength of character. I'm unceasingly surprised with just how well they are coping.

Of course, they have us to support them, and my main lesson from this week is that I'm not alone either. From resilience to teamwork, the trust's character and mine have been tested this week. I think we've passed.

I might even ignore emails for the rest of the day. Then again...

Reviews

BOOK REVIEW



Lessons from Lockdown: The Educational Legacy of Covid-19

Author: Tony Breslin

Publisher: Routledge

Reviewer: Steve Turnbull, former lecturer in media and education

As the nation endures its third lockdown within the space of ten months, it is beyond debate that the Covid pandemic has caused massive and unprecedented disruption to schools. Staff, children and parents alike are under considerable strain. There is also no doubt that the government's response, principally through the DfE and Ofsted, has drawn wide and frequently fierce criticism.

But many have gone further, claiming that not only has the crisis revealed longstanding issues, it has created a once-in-a-lifetime opportunity to reset the school system, or (to use the vernacular) to 'build back better' and create a 'new normal'. That is the core argument of *Lessons from Lockdown*, authored by 'policy influencer and educational commentator' Tony Breslin.

The book focuses on the impact the initial lockdown of spring/summer 2020 had on primary and secondary schools. Describing its approach as "part ethnography... part quasi-journalistic account... and part research study", it chronicles the main events, analyses reaction to these in the school system and mainstream media and draws out a range of lessons that stakeholders across the spectrum can learn from.

The book's ('social/holistic') progressive perspective will likely meet with some scepticism from more 'traditionalist' quarters. But it is fundamentally right to argue (backed up by a telling quote from PM Boris Johnson) that the pandemic has cast a sharp light on the structural inequities that undermine inclusion/well-being and prevent disadvantaged children from achieving their full potential.

Notable among these are the 'digital divide' caused by socially varied

access to computer technology, and the seemingly deep disparities between assessment outcomes highlighted by Ofqual's attempt to fix the problem of cancelled examinations with algorithmically balanced grades.

Drawing on the findings of its research with 100 participants made up of 'pupils, parents and professionals', the book makes a raft (50 in total) of policy recommendations. Some of these seem more hopeful than realistic, given the government's largely unresponsive record (Marcus Rashford's campaigning aside). But the breadth of thinking is impressive, demonstrating both the firm handle Breslin has on the current policy framework and his extensive background knowledge.

The latter is illustrated by his convincing attempt to put the issues raised by Covid into a broader industrial/post-industrial context. Arguing that the popularity of former Labour leader Jeremy Corbyn was attributable to a rise of 'anti-politics' stands out as one of the book's more dubious claims. But they are few and far between and never undermine the whole.

But the book seldom fails to engage by sustaining a strong sense of narrative and capturing more important 'lessons'. These include the remarkable agility shown by the school system (especially given the record of policy U-turns), and a new understanding emerging between parents and teachers. Assuming the research is representative

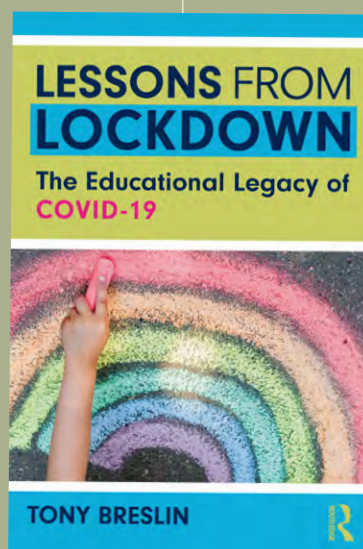
– and the instant backfire from Gavin Williamson's appeal to complain to Ofsted indicates it might be – many parents seem to have gained valuable insight into the complexities and demands of teaching.

This chimes with another resonant theme in the book: the importance of having realistic expectations. 'Super heads' in danger of burnout, take note. Sensibly, Breslin advocates a shift towards a more blended approach to teaching and learning in order to make schools more 'resilient' post-Covid. Unfortunately, he then neglects to mention the health risks, for teachers and pupils, of excessive 'screen use'.

My main criticism of the book, however, is that its 'reset' argument actually doesn't go far enough. There is plenty of talk about resilience within its pages, but not a single mention of environmental sustainability. Yet, to my mind, the most important lockdown lesson of all is that we simply have to join the dots between zoonotic pandemics, the catastrophic loss of biodiversity caused by rampant industrialism,

and climate change. And we must allow children to see the big picture that emerges about the 'normal' that created Covid.

Nonetheless, while it may make uncomfortable reading for Gavin Williamson, it's a highly thought-provoking and significant contribution to the emerging educational literature on lockdown.



Reviews



Penny Rabiger takes over our 'blogs of the week' slot once every half-term to point to the best of the education podcasts

@Penny_Ten

Education on Fire podcast
@taylormapps

This podcast series shares creative and inspiring learning in schools. The episode I have chosen features Shaun Dellenty, who has been an educator for 20 years and is probably best known for his 'Inclusion for All' programme. This is something he devised in response to the homophobic bullying he witnessed in the school where he was deputy headteacher. To be exact, 75 per cent of pupils they surveyed in key stages 1 and 2 said that they had directly experienced homophobic bullying and language on a daily basis.

The episode, *A Whole School Approach to LGBT+ Inclusion*, is exactly what the title says, and focuses on ensuring everyone can show up and be themselves in school - as children, families, teachers and a part of the school community.

TIE Talks podcast
@tiecampaign

This is a podcast series compiled by the charity Time for Inclusive Education (TIE), which works for LGBT-inclusive education in Scottish schools. The podcast covers LGBT history, current affairs, education, interviews and topical issues.

TOP BLOGS of the week



The episode I think is well worth starting with is the first of a three-part series on Section 28. This was the policy of banning "the promotion of homosexuality in schools" which was enacted in 1988. Echoes of it remain. See, for example, last week's book review in these pages. The push-back against anti-racism is also very redolent of the language and attitudes that led to it.

This year is the 21st anniversary of the repeal of this act in Scotland (three full years before England) and so it is fascinating and horrifying in equal measure to hear from educators who were impacted by it and fought against this act. Lest we forget...

The Log Books
@switchboardLGBT

This podcast series covers stories from Britain's LGBTQIA+ history and features conversations about being queer today. Sprinkled throughout are readings from the actual log books kept by the people taking calls on Switchboard, the national LGBTQIA+ helpline that has been going for more than 40 years.

As historical artefacts, these are fascinating in themselves. The episode I have selected is part of the series that sees presenters Tash and Adam read log book entries and hear stories about growing up, looking for help and even a teenager who took the government to court. They also catch up with the changes happening around relationships and sex education in schools right now, via Kaley Foran from The Key.

Outcasting Youth podcast
@OutCastingMedia

This American public radio LGBTQ youth programme is run by young people and is heard on over 50 public radio stations in the United States. The show covers a range of issues around LGBTQ+ education.

The episode I have chosen features Lucas, who talks about why it's important for everyone to be able to express themselves, and why this can be extra hard for LGBTQ+ young people at school. He looks at a positive experience that came out of Covid quarantine and home schooling. It's lovely to hear from a young person who could indeed be in any teacher's classroom - or at home, trying out new outfits instead...

Equality Education podcast
@PopnOlly

This is a podcast that explores the best practices for an LGBT+ and equality inclusive education. With guest speakers, tips and advice, Equality Education describes itself as a show for teachers, parents or anyone who believes in a kinder, more accepting society for future generations. It's been particularly tough on young people recently, so I think we can all get with that agenda.

The episode I have selected is an enlightening discussion with Lui Asquith, who is legal and policy and operations manager at Mermaids, the charity that supports transgender and gender-variant children, young people and their families. Simply put, it is a really important one for schools trying to ensure that they are friendly to all humans.

Research

Ambition Institute's Harry Fletcher-Wood will review a research development each half term. Contact them @Ambition_Inst or @HFletcherWood if you have a topic you'd like him to explore

How can we help students transfer learning to new contexts?

Harry Fletcher-Wood, associate dean at Ambition Institute

Let's say we've successfully taught students something new: they understand it, can apply it and retain it. We now face a harder challenge: helping students transfer their learning to new contexts. For example, if we've taught students to graph data in maths, we want them to do so unprompted in future lessons, and to think to use it in science, history and perhaps in a future career. This turns out to be very tricky.

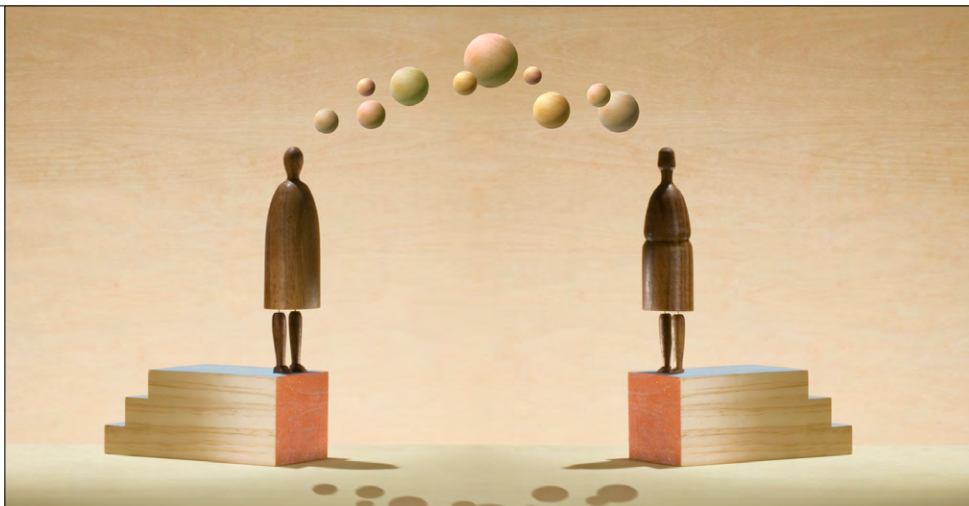
To transfer knowledge to a new situation, a student must:

- 1) Recognise that their existing knowledge is relevant
- 2) Recall it correctly
- 3) Apply it successfully

Often, students fall at one of these hurdles. They treat graphing in science as a novel challenge, for example, or recall their original learning imperfectly. But if what we teach is to make a real difference to students, they must be able to apply it beyond our lessons – whether next week or in five years' time. How can we encourage this?

A seminal [review](#) begins by emphasising that researchers disagree "about the nature of transfer, the extent to which it occurs and the nature of its underlying mechanisms". The authors try to help by categorising transfer. We might ask students to transfer learning between places (from the classroom to the sports field), social situations (from individual work to group debate) and modalities (talking about something they have previously written about, for example). We may also ask them to transfer learning across more abstract boundaries: between knowledge domains (from maths to science) and functional contexts (applying academic skills in non-academic contexts).

The 'nearer' the transfer – the



more similar the context – the easier it is. For example, it's usually easier to transfer learning from English to history than English to PE; it's easier to recall an idea in the same classroom than in a different one.

Most research examines near transfer: few look at whether a skill taught in science is used five years later in maths. So the first thing to take from the research is to be realistic. We may hope our lessons stick with students for life, but if they recall it with another teacher next week we're doing well.

How can we promote transfer? A helpful [review and meta-analysis](#) looks at how the questions we ask and the quizzes we give can help. First, researchers found that asking similar questions helps students to recall what they know. For example, if I introduced similes by asking about the author "likening one thing to another", the same form of words makes it more likely students will remember and apply this knowledge.

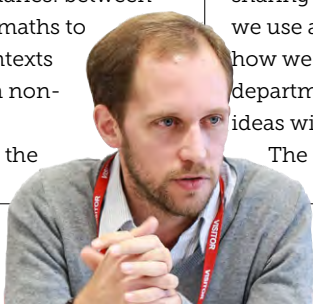
This may seem unsurprising (and limiting) but it's useful. We can promote transfer by sharing the language and question stems we use across contexts. We can agree how we will talk about graphing across departments for example, or share question ideas with parents.

The review also emphasised the value

of asking a variety of questions about a concept. The researchers termed this 'elaborative encoding'. Sticking with similes, I might ask, "What technique is this? Why isn't it a metaphor? What else could the author have likened this to?" Approaching the same idea from multiple directions and getting students thinking harder about it helps them to access it again in future. (I discussed this in a previous research review, [here](#)).

Finally, the authors found that quizzes can be a powerful way to create learning that "generalises to different situations and different test types". We can also give feedback after quizzes, leading students to revisit, rethink and restudy what they have learned. The researchers have created a helpful [practical guide](#) to their findings for teachers.

We can't guarantee students will recall what we teach them in future years, but we can make it more likely. First, we need to ensure students' initial understanding. Then we can help students to transfer their understanding by preparing them (using elaborative encoding to help them access key ideas), prompting them (using similar language when asking them to recall those ideas) and challenging them (through retrieval practice and feedback).



WEEK IN WESTMINSTER

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

TUESDAY

We at Week in Westminster started to get a bit worried about Nick Gibb after his promises that edtech could revolutionise teaching.

Thankfully, his dally away from preaching the virtues of traditional teaching was short-lived. When questioned during the education select committee about why disadvantaged pupils were failing, Gibb went into his zen-like trad mode and blamed it all on schools not following his beloved EBacc.

He then picked a fight with all the teachers in Blackpool (and the *Schools Week* editor, who grew up there) by highlighting the seaside town's low EBacc entry rate.

While Gibb is nosing around what's going on in Blackpool, he might want to take note of its recent 10-year plan –



Robert Halfon MP -Working Hard f...
@halfon4harlowMP

The four horses of the education apocalypse are galloping towards pupils: a big loss of education attainment, huge rise in mental health problems, significant safeguarding hazards and a future loss of earnings of £40,000 per pupil.

We must open schools sooner rather than later.



an ambitious and detailed commitment to helping kids recover from Covid closures.

Let's compare that with Gibb's own department, which is still twiddling its thumbs over giving schools an inkling into how grades will be awarded in, erm, just a few months.

Meanwhile, when asked about free school meals during the same meeting, his colleague Vicky Ford requested MPs "don't frighten children". We assume she misquoted the government's own policy of "don't feed the children" (oh, unless a footballer tells you to).

Earlier that day, education committee chair and Tory MP Robert Halfon told BBC Breakfast viewers the "four horses [sic] of the education apocalypse were galloping towards pupils" as they miss out on learning. We can only assume the men normally riding the horses were shielding.

WEDNESDAY

It's been another hard slog for teachers this term – running classes both in school and online – so the half term next week will offer a chance to switch off. Or at least, that's what we thought.

Prime minister Boris Johnson told us today that he'll be setting out "as much as we can say on Monday" about school reopenings. He had previously promised to reveal the plans in the first week back after half-term.

Whether Bozza will actually say anything helpful, or just another load of waffle, is anyone's guess.

THURSDAY

The Department for Education has very kindly set up a Get Help Buying service to ensure schools deliver "value for money". Oh the irony.

This week we reveal that the DfE faces paying out over £250k in bonuses to civil servants who were roped in to work over Christmas in the last-minute rush to set up that ill-fated mass testing regime.

Last week the DfE was criticised by MPs for not bothering to check they were getting good value on the *looks up notes* £450-odd million pound free school vouchers scheme. (A contract which, as we report this week, was just rolled over again without going out to an open tender).

Exam boards were quick to shout about how they would return any unused exam fees last year. Turns out that only a quarter of the dosh ended up making it back into school coffers. Now we also know they increased fees for that year by another inflation-busting 3.3 per cent!

Interestingly, the increase in exam fees in 2019-20 was actually lower than the one the previous year. We wonder if that's got anything to do with Ofqual now publishing a new price guide that reveals the rises.

Fear not, with no exams this year, fees surely won't rise again, right? Er, wrong. The major exam boards are all upping their prices, as *Schools Week* has previously reported.



LITTLE LONDON COMMUNITY PRIMARY SCHOOL

“Helping children and the community succeed in the heart of the city”

Headteacher

Little London Community Primary School, Leeds

L20 – L26 (£67,364 - £78,025) Negotiable with candidate on the basis of current earnings and prior experience.

About our School

Little London is a thriving community primary school very close to Leeds city centre. We are a three form entry school who serve a culturally rich and diverse area of the city and we are very proud of the strong relationships we have made with our children and their families.

Our aim is to provide the very best start for all our children. We are really proud of our school and the community we serve. Ours is a happy school where pupils are encouraged to become considerate and responsible members of society.

We want our children to have the skills and knowledge needed to achieve their ambitions and to lead happy, successful lives. Above all, we want them to enjoy their days at school and to know the joys of learning, perseverance and challenge.

We are looking for an inspiring headteacher who will lead, motivate and develop our highly dedicated staff whilst maintaining the culture and vision of the school.

A message from the governors

Our current headteacher is retiring this year, after many years of dedicated service to the school and its community. She has responded enthusiastically and creatively to many challenges, including a rapid increase of numbers, the increased diversity of our pupils and families, and most recently the Covid pandemic.

The school has been exemplary in caring for pupils during the pandemic, with careful planning to prevent the spread of infection to families. We have recently equipped all pupils with Chromebooks to help their learning in school and at home.

We can offer you:

- a committed and enthusiastic team of staff
- hardworking and happy pupils
- supportive parents who want the best for their children

Our children want a headteacher who:

- is kind and sensitive
- cares about us as children
- inspires us and sets challenging goals

We want a leader who:

- is experienced, creative and innovative
- puts children and the community at the centre of their vision
- is passionate about primary education
- has high expectations of children's achievements and behaviour
- creates strong and effective working relationships

Do you have the experience to take our school forward? If so, we would very much like to hear from you.

For an application pack and further details, please contact educ.headteacher@leeds.gov.uk

Closing date: 1 March at noon.



www.littlelondonprimaryschool.co.uk



TRUST EDUCATION DIRECTOR

Competitive salary

This is a newly created post to support the Chief Executive in ensuring the children and young people within our schools are given the best start in life, are able to achieve their academic potential, and grow in confidence as they learn about themselves and the world in which they live.

It is an influential, diverse role, and so the ability to think strategically, drive improvement, and have the ability to engage others is essential.

The successful candidate will play a central role in providing strategic leadership for the Trust ensuring its approach to school improvement delivers successful outcomes. Accountable for the quality of education in schools across the Trust and leading the Trust's school improvement programme, they will support and challenge schools to achieve their aspirational targets for pupils and the communities they serve.

Aquinas is a successful, highly collaborative Trust that offers a variety of career and development opportunities to talented individuals who want to make a difference.

This is a full time role that comes with an attractive salary package which reflects the scale and demands of the role. The Trust offers Teachers' Pay and Conditions and membership of the Teachers' Pension Scheme.

Further information is provided in the application pack. Please visit: <https://www.aquinastrust.org/vacancies>

The CEO would also be happy to speak with potential candidates. Please contact Janet Vick, HR Director at janet.vick@aquinastrust.org or telephone 020 3949 7016, to request a call back.



Principal

Barnsley Academy is part of United Learning, a successful national group of academies and independent schools. Our schools share a mission to bring out 'the best in everyone' and to improve the life chances of the children and young people in their care.

Barnsley Academy is a good school (Ofsted 2020) serving a proud and vibrant Yorkshire community. The school is a place of educational success, with a strong curriculum, good teaching, and effective pupil support and which serves its local area with distinction. The Academy has the confidence of its community – it is now oversubscribed in Year 7 and full in other year groups, with around 900 pupils on roll.

We are looking for a leader with the highest expectations, committed to continuous improvement, who believes that extraordinary success is possible.

If you are looking for an exciting, challenging and highly rewarding role to combine the autonomy of running a secondary school with the benefit of working within a cluster and as part of a national group, and if you have an unshakeable commitment to improving the lives of young people, we encourage you to visit us.

Find out more and apply here 



Principal

The Regis School is a large 11-18 co-educational Academy that forms part of United Learning, a successful national group of academies and independent schools. Our schools share a mission to bring out 'the best in everyone' and to improve the life chances of the children and young people in their care.

The Regis School is a good school which sits at the heart of its community. It is one of the biggest employers in the town of Bognor Regis and boasts state of the art facilities. The school's leaders have grown its educational success, built the support of parents, and created a school with a strong curriculum, good teaching and effective pupil

support and which serves its local area well. We are looking for a leader with the highest expectations, committed to continuous improvement, who believes that extraordinary success is possible.

If you are looking for an exciting, challenging and highly rewarding role to combine the autonomy of running a large secondary school with the benefit of working within a successful cluster and as part of a national group, and if you have an unshakeable commitment to improving the lives of young people, we encourage you to visit us.

Find out more and apply here 

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.



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**

ASSISTANT HEAD TEACHER

EDGAR WOOD
academy

SALARY: £59,581 - £64,461

CONTRACT TYPE: FULL TIME

ORGANISATION TYPE:

SECONDARY SCHOOL/ACADEMY/FREESCHOOL

SECTOR: SECONDARY EDUCATION

SUBJECT AREA: EDUCATION

CONTRACT TERM: PERMANENT

JOB ROLES: ASSISTANT HEAD

EXPIRY DATE: 15-02-2021

START DATE: APRIL 2021



This is a fabulous opportunity for an Assistant Head Teacher to join Edgar Wood Academy in its pre-opening phase. The school will open in September 2021, with 120 year seven pupils in temporary accommodation at Hopwood Hall College before moving to a brand new building at Bowlee in September 2022. The school is seeking an Assistant Headteacher with drive, empathy and a commitment to Pastoral care and SEND. We are dedicated to the progression of every child in our school to enable them to achieve their true potential. This is a rare opportunity to support the Headteacher to develop a brand-new school for the families in the Middleton and Heywood communities of Rochdale. Candidates must be able to start in April 2021.

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

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 SENC0, 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



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 melanie.graham@icslearn.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

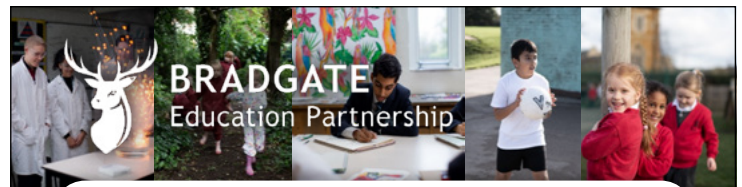


The Mirfield Free Grammar & Mirfield College, Deputy/Assistant Head – Teaching & Learning L17 to L26 (depending on experience & expertise)

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/>



Submission deadline:
23:59 Monday 1 March

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Brought to you by FE Week & AELP.

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& EXHIBITION