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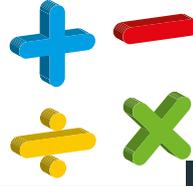
P25-27

The government's Covid classroom 'gamble'



P6-7

Why Ofsted's curriculum maths don't add up



P11

'Understanding youth work would've made me a better teacher'



P22-24

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FRIDAY, JULY 9 2021 | EDITION 257

THEY'RE STAYING HOME!

Groundskeeper Paul Robinson with his Euro 2020 tribute

School gives kids extra time on Monday start so they can watch England's date with history

Page 15

Fair school funding? Not for another three years (at least)

- Government admits school funding still 'not a level playing field'
- But national funding formula reforms kicked into the long grass
- Delay to stop 'turbulence' for schools as consultation launched

TOM BELGER | @TOM_BELGER

PAGE 4

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SCHOOLS WEEK

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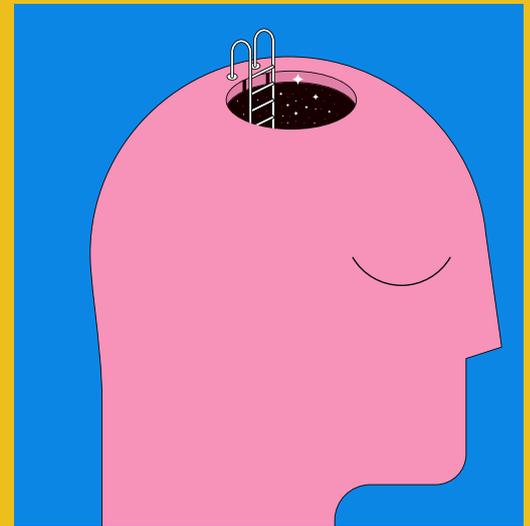
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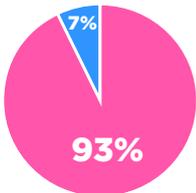


Page 31



End of year review: The best books, blogs and more...

Pages 32-39



Diversity in action. How did we do?

Page 35



Boris catch-up claims 'disingenuous' and 'low politics'

Page 5

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Fair funding reforms kicked into the long grass

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The government has delayed reforms to make school funding fairer by at least another three years.

The Department for Education launched another consultation over its national funding formula yesterday, asking for schools' views on completing reforms in order to end a "postcode lottery".

No 'fixed date' for hard national funding formula

Consultation documents show that there is no longer a "fixed target date" for finishing reforms, and the pledge is only for "gradual" rollout from 2023 and further consultations.

The government has been promising to fix "opaque" funding and "unfair" regional differences between similar schools since 2010.

Complexity, controversy over winners and losers and the pandemic have all slowed progress, with multiple consultations and piecemeal reforms over the past decade, including a "floor" to prevent school losses.

The new national funding formula was introduced in 2018, standardising criteria for local authority grants. Schools minister Nick Gibb called it a "major step forward from the postcode lottery" before.

But the "soft" version used so far still gives councils and trusts significant discretion over how cash is allocated between schools.

Stark divides between schools

The consultation spells out that schools still "do not all operate on a level playing field, and we are not fully delivering the fairer funding system the schools NFF is designed to achieve".

While many councils now use NFF criteria, "significant differences" remain as others set their own.

The documentation cites the example of per-head funding for pupils with English as a second language, set at £1,485 under the NFF. But actual allocations vary from £200 in the East Riding of Yorkshire to just over £3,200 in Westminster.

Similarly, a large,



deprived secondary would receive £1.25 million more if it were in Hackney than in Kent.

Rolling out the "hard" NFF to limit such variation was originally due by September 2020. In 2018, the DfE pushed the target back to September 2021, and confirmed further delays last year.

Now the DfE proposes only a "minimum degree of movement" from councils towards the NFF from 2023-24, and then a review "before deciding the next steps".

Councils may have to narrow funding differences between NFF criteria and their own by at least ten per cent that year, 15 per cent by 2024-25 and 20 per cent by 2025-26.

It says faster implementation would mean "turbulence" for budgets. The report says the government is "determined" to complete reforms but wants to work with the sector to "move carefully towards this end goal over the coming years".

Geoff Barton, general secretary of school leaders' union ASCL, welcomed the caution and "direction of travel", but said that creating winners and losers remained a "massive risk... The cake is too small, no matter how it is sliced."

NFF 'redistributing funding to better-off areas'

A funding floor and local minimum funding guarantee protections will remain, meaning schools "will not lose funding in cash per-pupil terms".

Natalie Perera, chief executive of the Education Policy Institute, said the NFF's distributional impact needed "very close examination",

however. She said consistency was "important", but noted EPI research had shown more affluent areas benefiting "disproportionately".

A National Audit Office report last week found the most deprived schools had seen funding drop 1.2 per cent in recent years, versus a 2.9 per cent increase for better-off schools.

More deprived schools still receive higher funding, but the gap has narrowed.

GAG pooling stays, schools forums under review

The DfE also confirmed that MATs will remain free to pool and redistribute some general annual grant funding between schools, using their own criteria.

Kevin Courtney, joint general secretary of the National Education Union, said there were "no controls" and transparency over such decisions. With most secondaries and almost half of primaries in MATs, "proposals which ignore transparency of funding for these schools are meaningless".

There are no plans to hand councils similar freedoms.

Meanwhile, school forums face a "review" of their role. Reforms mean the representative local bodies will no longer advise on local funding criteria, cash for growing schools and fund transfers between blocks.

A "new mechanism" may also be introduced following consultation for councils facing significant and "unavoidable" SEND funding pressures, replacing current block transfers.

Other proposals include funding maintained schools on an academic rather than financial year basis.

Schools minister Nick Gibb said it is now "time to go further and make the system simpler and more transparent – and ensure every school is treated fairly, wherever it is in the country".

But Steve Edmonds, director of advice and guidance at the National Governance

Association, said reforms

should be implemented in the "minimum possible timetable", but that extra cash was more important amid stretched budgets.



Natalie Perera



Nick Gibb

Where is £3.1bn catch-up cash coming from, MPs ask DfE

SAMANTHA BOOTH
@SAMANTHAJBOTH

MPs have demanded ministers provide answers regarding the £3.1 billion in catch-up funding after the government’s own sums appeared not to add up.

The education select committee has written to Gavin Williamson saying that they have “difficulty reconciling” government pledges in its spending estimates presented to MPs with the funding announcements made by ministers.

The DfE regularly provides updates to the committee explaining how much it plans to spend in what are termed “estimates memorandums”.

Over the past year, various pots of catch-up cash have been committed: £1 billion in summer 2020, £0.7 billion in the Budget and £1.4 billion in June for various initiatives including the National Tutoring Programme.

But MPs say that so far, only £369 million extra has been provided from the department’s reserves for catch-up in the 2020-21 estimate, and £122 million in the 2021-22 estimates.

Robert Halfon, Conservative chair of the education select committee, said in the letter it was “unclear whether all of the money provided

has been additional monies, or if some has been derived from DfE savings elsewhere”.

They want the DfE to provide a table clarifying six points (see table).

MPs have also queried how the DfE will evaluate the effectiveness of the spending and what additional funding has been provided this financial year to support schools with teacher-assessed grades.

Labour committee member Ian Mearns said “the sector would like to see” the government being “much more transparent” on catch-up funding.

Schools Week revealed last year that £140

million of the £350 million promised for the National Tutoring Programme would actually be rolled over to funding it for a second year.

Carole Willis, chief executive of the National Foundation for Educational Research, said: “Greater clarity on these issues would be welcome. But the more significant question is how much more the government is able to commit in the forthcoming Spending Review to address the significant amounts of missed learning children have experienced and the detrimental effects of the pandemic on their mental health and wellbeing.”

The DfE did not respond to requests for comment.

MPS’ CATCH-UP CASH QUESTIONS

1. How much of the total £3.1 billion so far has come from savings rather than new Treasury cash?
2. How much is expected to be added in 2021-22 DfE supplementary estimate?
3. How much of the announced catch-up funding was spent in 2020-21?
4. How much additional funding over and above the non-Covid Spending Review baseline has been included in the 2021-22 main estimate?
5. How much is planned for financial year 2022-23 and beyond?
6. Is any of this funding ringfenced – either within the DfE, or within schools’ budgets – to prevent it being used to fund other pressures?

SAMANTHA BOOTH | @SAMANTHAJBOTH

PM met catch-up tsar ‘every week and never challenged evidence’

Evidence put forward as part of proposals to extend the school day “was not as good as it could have been”, the prime minister has claimed.

In a swipe at Sir Kevan Collins, his former catch-up tsar, Boris Johnson told MPs at the parliamentary liaison committee on Wednesday: “If I’m absolutely frank with you and the committee ... some of the evidence that was assembled was not as good as it could have been.”

Collins resigned over the government’s catch-up plans, later calling the £1.4 billion package “feeble”. He wanted to spend £15 billion and lengthen the school day.

Johnson said the “evidence on timetable, the evidence on lengthening the school day, wasn’t as powerful as it was on tuition, for instance. But that doesn’t mean it’s not the

right thing to do, I do think it’s the right thing to do”.

But Sam Freedman, a former Department for Education adviser, said the prime minister’s claim was “disingenuous at best... I know for a fact that he signed off the spending on the longer school day before being reeled in by HMT [Her Majesty’s Treasury].”

A source close to Collins said Johnson met with the tsar regularly and was given a weekly note of their progress.

“At all times it was made clear to him where [the plan was] on costing, evidence, ideas and time. He had the opportunity throughout that to question all the evidence. At no point did he say ‘I’m not sure about this evidence it’s a bit thin or a bit weak’”. The source added that to tarnish Collins’ reputation “after the event” is “pretty low politics”.

Collins had proposed 2,000 schools piloting extra time, with an evaluation programme running alongside it.

Rather than back Collins’ plans, the DfE is now reviewing the length of the school day ahead of the autumn spending review.

Johnson said the question was “how you do it, what sort of activities – is it enrichment, is it academic – what’s the mixture? We are doing a proper review of all of that to get the evidence that we want.”

Alison Peacock, the chief executive of the Chartered College of Teaching, criticised the evidence the DfE was using in May to back extra school time, saying it was “more nuanced” and “based on every school needing to have optimal conditions”.



Long read



The evidence behind the government's Covid classroom 'gamble'

FREDDIE WHITTAKER

@FCDWHITTAKER

A raft of Covid protective measures look set to be removed in schools on "freedom day" later this month. *Schools Week* takes a look at the evidence behind the government's 'gamble'

From July 19, when the country will likely move to Step 4 of the roadmap out of lockdown, keeping pupils in bubbles and rules on face masks in schools will all be ditched.

Schools will also no longer be required to run contact tracing, handing over their responsibilities to NHS Test and Trace (see *full list of changes below*).

Education secretary Gavin Williamson claimed that, having "listened to teachers, and balancing the risks to health and education to maximise attendance and minimise disruption to children and young people's education...enhanced hygiene and ventilation" will remain in place.

While these appear to amount to little more than hand washing and opening windows, the DfE is working with the Scientific Advisory Group for Emergencies and NHS England on a pilot to



measure CO² levels in classrooms. This will also be "exploring options to help improve ventilation in settings where needed".

What impact will this have on Covid cases in schools?

Unison head of education Jon Richards called the move a "dangerous gamble".

Attendance survey data published this week estimated that around 640,100 pupils, or 8.5 per cent of the total pupil population, were off school last Thursday because of Covid, up 66 per cent from around 384,500 or 5.1 per cent of pupils the week before.

The latest Public Health England surveillance data also found there were 251 new Covid outbreaks in schools last week, up from 215 the week before and 151 the week before that.

Geoff Barton, general secretary of the ASCL school leaders' union, said the change in rules would "understandably be greeted with some trepidation after the events of the past 15 months. But we have to put an end to the educational disruption that has blighted the lives of children and young people during the pandemic, and it simply

Continued on next page

The changes proposed from step 4

- No requirement for bubbles from July 19, but schools 'may wish to continue' until end of term
- But outbreak plans should cover 'possibility' of bubble reintroduction in some local areas
- No more contact tracing for schools from July 19, but isolation rules for children in place until August 16
- Face coverings no longer advised anywhere in school from July 19, but they may be reintroduced in local areas
- Schools told to identify poorly-ventilated spaces and 'improve fresh air flow'
- Secondary school pupils 'should' receive two on-site lateral-flow tests on return in autumn
- Staff and pupils with positive LFT result will take PCR test which, if taken within two days and negative, will mean they can return to school
- If parents of pupils with symptoms insist on attendance, leaders can refuse them if 'necessary to protect other pupils and staff'
- Schools told to maintain remote education capacity for the next year for isolating pupils and those abroad and facing challenges returning
- Clinically extremely vulnerable people not advised to shield but 'may wish to take precautions to protect themselves'. Updated guidance will be published before step 4

Long read



would not be fair to them to continue with the current controls when the adult population is largely vaccinated."

But Dr Patrick Roach, general secretary of the NASUWT teaching union said it was "unclear how the government's announcements as a whole will prevent further disruption from happening".

He warned that removing the requirement for pupils to self-isolate when they have been in close contact with someone who has tested positive "may well accelerate the spread of the virus in schools and cause even higher levels of disruption for pupils and teachers".

Following calls to provide evidence to back up the changes, the Department for Education published a summary on Wednesday.

Just two in five school staff are double dosed

The document noted that according to ONS school infection survey data, 86.7 per cent of school staff had received at least one vaccine dose by the end of May, while 43.1 per cent had received two doses.

The government has reduced the vaccine dose interval for under-40s from 12 to eight weeks, and Williamson this week encouraged "all teachers, educational staff and eligible students to get their vaccines".

But there are also fears about transmission among pupils, who the DfE's own evidence document accepted "represent the largest pool of unvaccinated people" in the country.

Writing in *The Lancet*, 100 experts this week warned that unmitigated transmission "will disproportionately affect unvaccinated children and young people who have already suffered greatly".

In its evidence document, the DfE pointed to data showing school children were much less likely to have Covid antibodies than adults.

As of December, 9.1 per cent of primary pupils and 13.5 per cent of secondary pupils tested positive for Covid antibodies, though the DfE accepted that this will since have increased. In comparison, nine in ten adults in England are likely to have antibodies.

But the DfE said the



Chris Whitty

risk of hospitalisation and intensive care admission in children due to Covid was "very low". In the first 25 weeks of this year, on average 1.3 per 100,000 0-4 year olds and 0.4 per 100,000 5-15 year olds were admitted to hospital for new Covid cases per week.

The ONS has recorded just 16 deaths in 0-14-year-olds from Covid up to June 25.

Early data on the Delta variant also suggests children and young people "are not disproportionately infected". But surveillance "shows a greater proportion of cases are occurring in less vaccinated, younger age groups".

Chief medical officer Chris Whitty warned that ending restrictions this month risked a rise in long Covid. The NEU has asked the DfE to say how many children would be affected.

The DfE evidence document says studies on long Covid in children was limited. But two recent studies "suggest the scale of the problem is smaller than suggested" by others, such as the ONS.

One study showed nine per cent of children reported at least one symptom beyond four weeks, while another found 4.4 per cent had an illness duration of 28 days or more.

Schools will still be asked for contact-tracing advice

The National Education Union warned this week that it was "seriously concerned that if Department for Education policy is merely based on 'hope for the best' and not also on planning for something less than the best, then we could experience even more chaos and

'We have to end the educational disruption blighting the lives of children'

disruption next term".

The union also questioned "how effective a public test, track and trace system will be and how much it will control cases in schools", and the DfE faced questions about how the system will work if primary pupils need to have their contacts traced.

The DfE said parents would be contacted for those pupils, but admitted that schools will still be asked for advice in the case of outbreaks.

The DfE also admitted there was "limited evaluation" of Covid protection measures, though the document acknowledged observational studies "consistently suggest that transmission within schools can be limited when infection prevention and control measures are in place".

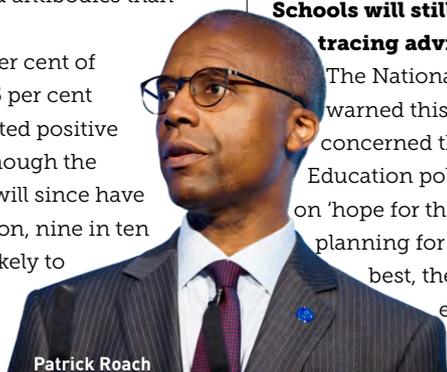
However, the government said the benefits of the measures needed to be weighed against the downsides. The proposals represent moving to a "steady state", minimising the burden on bubbles and other restrictions on staff and parents and the impact on those pupils' schooling.

The document highlighted "qualitative evidence from stakeholders" that "suggests that some interventions are detrimentally affecting schools' and colleges' ability to teach a full curriculum, particularly practical subjects and those that require specialist staff or equipment".

Ofsted found that bubbles meant "extra-curricular and enrichment activity was reduced or halted".

The DfE also surveyed over 2,000 school leaders and 2,000 teachers in its school snapshot survey. It found 65 per cent of primary schools had bubbles of between 21 and 50 pupils, while half of secondary schools reported bubbles of between 101 and 200 pupils.

The Department said it had conducted "a number of surveys with teachers and leaders since May 2020", which would be "published in autumn 2021".



Patrick Roach

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We'll leave the good schools alone, says Labour

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

A Labour government will not "meddle" in successful schools or launch a "revolution" in school improvement mechanisms, says the new shadow schools minister.

But the schools community faces a long wait to see a "fully formed" set of education policies from the party.

Peter Kyle said "everything [is] on the table" in an ongoing policy review, with frontbenchers preparing to be "election-ready" within the next two years.

In his first interview with an education publication, Kyle criticised the government's "tendency to micro-manage" areas such as the curriculum and school behaviour. He also challenged ministers' focus on "organisational structures", saying Labour would leave successful schools alone.

It follows recent government announcements on support for mobile phone bans in schools and measures to move to a fully academised school system.

Kyle said the government had "run out of fresh things to say" on school improvement, "which is why it keeps throwing out these strange, eclectic and slightly aloof provocations over things like mobile phones and repeating the word academy".

He said Labour would be "ruthlessly focused on disrupting failure, but where there is a great school, our question won't be 'we want you to change', it will be 'how do we learn'".

He wants "parents to be challenging schools, we want teachers to be challenging students, we want governors to be challenging principals".

"We want a virtuous circle, and where that exists, we will not be meddling, we won't be bombarding with ideological diktats, we will simply be learning from their experience and celebrating their success."

Appointed in May after Wes Streeting was promoted, Kyle is the third shadow schools minister since Sir Keir Starmer's



Peter Kyle

appointment as Labour leader last April.

A former chair of governors at Brighton Aldridge Community Academy, he has spoken in Parliament about how academisation can be a "powerful tool for school improvement", setting him at-odds with many of his Labour colleagues.

But he warned this week that the school system had become "deeply fragmented", with some schools facing a different improvement approach than others "two hundred yards down the road".

Academisation should be "on the table" where local authorities were holding schools back, but he questioned why high-performing councils were prevented from being involved in turning around failing academies.

"If you are a failing academy and you are in a local authority that is outstanding and running local schools that are outstanding, why would you prevent the thing that is driving such high standards locally from being part of that school improvement regime?"

But asked whether he was proposing wholesale reform of school improvement and intervention systems, he insisted there

would "not be a revolution under the Labour party". It follows the announcement that all previous policies, including pledges to replace Ofsted, scrap SATs and bring academies back under local control, are under review.

Like his boss, the shadow education secretary Kate Green, Kyle remained tight-lipped about Labour's policies.

However, he acknowledged "the need to start indicating direction of travel as quickly as we can".

He also accepted the party needed a "fully-formed set of policies ready to present to the public in our next manifesto, in time for the profession and the public to really understand and internalise it, perhaps in more detail than we have in the past".

"We're not expecting an election in 2024, we're fully expecting it to come before that, which means we have to be absolutely election-ready in the next two years."

But he added that there would also be "key moments that are going to be coming up in the next six months which will require us to present what we would be doing if we were in the privileged position of governing... We won't be shy in doing that."

News

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Downsizing trust ‘failed to balance books rapidly enough’

TOM BELGER
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The Department for Education has slapped strict spending controls on an academy trust accused of failing to balance its books rapidly enough after it was stripped of a school.

The Castle Trust, which is now preparing to close, has been issued a financial notice to improve after it “failed to act quickly enough to make the necessary plans and implement sufficient changes to achieve a balanced budget”. This was after a “significant change” affecting its income, the letter said.

The trust’s 2018 accounts show “ongoing plans to expand” beyond its two primaries. But it says the DfE cancelled a planned free school in 2018.

One of the primaries, Delce Academy in Kent, was rebrokered to the Inspire Partnership last year after an ‘inadequate’ rating, while Greenway Academy’s handover to GLF Schools was signed off in February.

Despite regulators praising “positive progress” with the West Sussex academy’s looming transfer, the trust breached rules by failing to “approve a balanced budget and maintain the trust as a going concern”.

It also failed to ensure “regularity and propriety”. The Education and Skills Funding Agency also said it had been forced to provide two “non-recoverable” bailouts.

The DfE would not reveal what the “necessary plans” were. But it said trusts



must “review their structures” to balance budgets when significant changes dented income.

Castle’s 2019 accounts highlight a four-strong trust leadership team, down from six the previous year. Last year’s accounts are overdue and the trust did not confirm current central staffing. But pay statements suggest Karen White, the chief executive and head of the 370-pupil Greenway Academy, earned at least £105,000 last year, about £284 per pupil.

Schools Week analysis suggests the figure is far higher than the per-pupil pay of many trusts warned over high pay by the government in recent years.

Matthew Clements-Wheeler, a former chair of the Institute of School Business Leaders, said trusts downsizing to one school still had the “paraphernalia” of a MAT. Boards needed to cut back central teams, but added that staff giving up pay or jobs voluntarily would be like “turkeys proposing Christmas”.

Ruth Rule-Mullen, a partner and head of public sector employment at Forbes Solicitors, said trusts were duty-bound to review spending after any reduction in “school business need”.

But redundancy could only be considered where work had ceased or diminished.

Staff pay cuts also cannot be imposed. “You have to either agree it via consultation, or consult with a view to termination and re-engaging,” Rule-Mullen added.

Chris Purchase, the trust’s chair, confirmed he had since resigned over alleged ESFA “intransigence”. But the regulator, trust and Purchase declined to provide further details on ESFA’s specific demands.

Charlotte Pearce Cornish, a director of education consultants Premier Advisory, said a lack of clarity from ESFA left some trusts “wondering whether they should focus on cost-cutting or investing in central capacity to focus on growth.”

Raj Unsworth, a governance expert, said small trusts hoping to expand faced their own “balancing act” over the size of their central team. “It’s a trap people fall into - recruit too quickly, and you’re in trouble with too many people without anything to do.”

Clements-Wheeler said policy direction was clear. “Ministerial and public tolerance of problems with small MATs is shrinking.

“Failing MATs will be stripped of schools and monitored closely, and the renamed Academies Financial Handbook indicates a greater desire to regulate to ensure the rapid dissemination of good practice.”



Matthew Clements-Wheeler

Ruth Rule-Mullen

Raj Unsworth

Charlotte Pearce

Maths experts question Ofsted's review

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Academics want Ofsted to withdraw its review into teaching "high-quality" maths as they say that half the research cited was either misused or contradicted the watchdog's findings.

The Association of Mathematics Education Teachers (AMET) is planning to lodge an official complaint after it investigated the maths review.

Published in May, it was the third in a series of Ofsted reviews to "provide a set of guiding principles for subject leaders".

AMET got involved after researchers said their work was being misused.

The organisation found 86 of the 307 references cited (28 per cent) did not match the statement made by Ofsted in the review.

Another 79 only partially matched, AMET said. In total, 54 per cent of the references were found not to be a complete match.

Dr Ashley Compton, the secretary of AMET, told *Schools Week* the review "needs to be withdrawn until it has robust sources that match". The association is planning to submit a complaint to Ofsted by the end of the week.

However, the watchdog says the review underwent a "very thorough quality assurance process" and every citation was checked "to ensure that points made in the research review were supported by the references cited".

Professor Mark Boylan, of the Sheffield Institute of Education, was "astonished" to find his research cited to support how homework motivated children, although he had not investigated the issue.

The review states: "Pupils know they need to concentrate in the lesson to be able to complete the homework and they know they need to complete the homework to understand the next lesson."

Boylan's research makes one reference to homework: "In Shanghai practice, homework is assessed daily with



immediate intervention by qualified teachers, as needed, so that all pupils progress through the curriculum together."

Boylan said: "I presume the authors think setting homework daily motivates children. They can think that and say that if they want – but we didn't say it."

Ofsted has said its reviews "improve inspection practice by developing a well-evidenced view of what constitutes a high-quality education in each subject".

But Boylan said the reports were "really problematic" if they were not based on robust, good evidence. "A review with such poor-quality selection and use of evidence would not get through peer review if published in a journal."

Compton said AMET was worried that schools might make major changes based on the report "which we don't feel is secure". The academic warned teachers would not be aware of the inaccuracies as most of the original research cited sat behind paywalls.

AMET, which calls itself the "voice for mathematics teacher education in the UK", includes academics and professionals who research

the teaching of maths and train future specialists.

Compton said the body was not challenging what Ofsted was saying, but "the authority behind what they are saying".

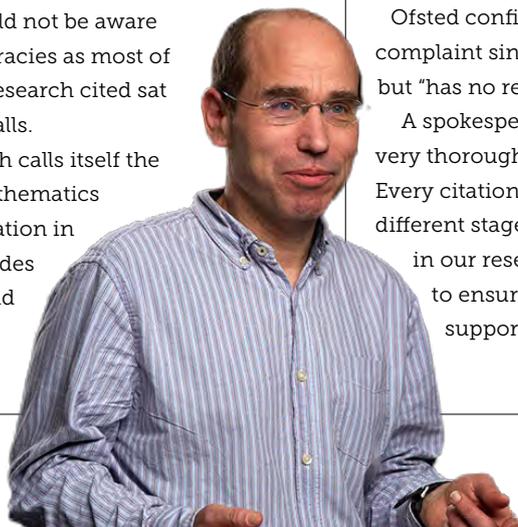
Elsewhere in the review, Ofsted said the benefits of acquiring foundational knowledge "go beyond the immediate benefits of being able to recall and apply useful facts and methods . . . particularly proficiency in number, gives pupils the ability to progress through the curriculum at increasing rates later on."

AMET found the footnote included three references – none of which matched this statement.

One from *The American Journal of Pharmaceutical Education* said: "Prior knowledge that consisted of facts did not contribute to student achievement."

Ofsted confirmed it had received one complaint since the report was published but "has no reason to remove the review".

A spokesperson added: "There was a very thorough quality assurance process. Every citation in the review was checked at different stages of the draft by researchers in our research and evaluation team to ensure that points made . . . were supported by the references cited."



Mark Boylan

Flagship tutor scheme to miss its schools target

SAMANTHA BOOTH

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EXCLUSIVE

The government's flagship tutoring programme is likely to miss its target of reaching 6,000 schools – revealing the scale of the challenge to ramp up the scheme next year.

Figures obtained by *Schools Week* show just a quarter of state schools have used the National Tutoring Programme (NTP). The figure dips to one in five in the south west.

The new £579 million school-led tutoring fund could also impact the NTP's expansion next year. It aims to reach 524,000 pupils, more than double the number that received tutoring this year.

In March we revealed NTP figures that showed pupils in the south were more likely to be enrolled for tutoring than those in the north. But the NTP would not provide its targets for each region.

After a freedom of information request, the Department for Education said it did not have "hard regional targets".

But after we appealed it provided other figures for how many schools in each region had signed up.

As of June 22, 5,657 schools had joined – about 26 per cent of all schools. The NTP said in March its target was to reach 6,000 schools across nine regions.

An NTP spokesperson said while the programme was on track to reach its 250,000 pupil target by the end of August, it was "likely to be spread over slightly less than 6,000 schools".

The figure was set before the further lockdown in January and schools enrolled more pupils than expected, the spokesperson added.

From September, the HR firm Randstad will ramp up tuition to 524,000 pupils, including 65 per cent disadvantaged pupils. *Schools Week* received no comment from Randstad on how it would achieve this.

Kate Green, the shadow education secretary, said the NTP's "woefully low reach" shows the extent of the "Conservatives' failure to deliver a recovery plan for our children".

There were "serious questions" over



Randstad's ability to double the programme's reach while still delivering high-quality tutoring.

The challenge may be made harder next year as schools will receive direct funding to use either their own staff or tutors for targeted tuition.

Johnny Manning, the founder of Manning's Tutors, one of the 33 tuition partners in the NTP programme this year, said: "What incentive does a school have to run its programme through the NTP at a 70 per cent discount, when it could instead obtain a 75 per cent discount with the same provider using the new funding pot?"

From September, the NTP's expansion will provide tutoring access to 40 per cent of pupil premium students, the DfE said.

Under the school-led tutor cash, mainstream schools will get £203 per student for the remaining 60 per cent of their pupil premium cohort.

The department worked out the "average cost of tutoring" as £270 for each pupil to deliver a 15-hour course. Schools are expected to fund the remaining £67.

Specialist settings will receive £529 for 60 per cent of places.

Leaders have "complete flexibility" on how they use the money. It can be for one-to-one or small group tuition by teaching assistants, existing teaching staff or local tutoring

resources.

For a 15-hour block, that works out at about £18 an hour for one-to-one tuition, or £56 an hour for one-to-three at a mainstream school.

John Nichols, the president of The Tutors' Association (TTA), said the rates for less experienced tutors were about £20 to £25 an hour and £50 to £60 for the more qualified. The average total price across all 33 NTP tuition partners this year was £19 an hour for each pupil.

But schools may face some regional differences. One London executive principal, who did not want to be named, said he could not imagine getting "decent" tutoring for £18 an hour. His school paid £31 and £45 an hour.

A deputy head in Hertfordshire said £270 would "not come close" to covering the costs of a tutor with qualified teacher status. "We will need to contribute significantly more as a school than the DfE anticipates."

But Nichols said he knew tutors who worked with disadvantaged schools as "social outreach" for a lower cost. TTA is launching a free service where schools can be matched with members this summer.

The DfE said that it recognised the cost of tuition might differ between regions. School-led tuition were "complementary offers", intended to be used collectively by schools.

Teacher training reforms



ITT reforms 'hugely risky', says DfE's own adviser

FREDDIE WHITTAKER
@FCDWHITTAKER

Proposed reforms to teacher training could be "hugely risky" to teacher supply and quality, one of the government's own advisers on the initial teacher training (ITT) review has warned.

Professor Sam Twiselton also told *Schools Week* the proposals (see the next page) posed a "risk to school engagement that is a particular concern".

She appears to back delaying implementation for an extra year so issues are "properly worked through and sensible solutions found".

The government is consulting on wide changes to teacher training after the review was published this week.

Under the proposals, all current providers would be required to apply for reaccreditation as soon as next year. Those not making the grade face having their trainees "brokered" elsewhere.

The review anticipated "significant market reconfiguration".

Leading universities, including Oxford and Cambridge, have condemned the plans, which they fear make their teacher training courses unviable.

Emma Hollis, from the National Association of School-Based Initial Teacher Trainers, said they "represent an immediate and catastrophic risk to the teacher supply chain".

"Sensible solutions could be found with an extra year."

Twiselton called for the ITT sector to engage "constructively" with the consultation to "turn this into something

that will work as opposed to something that could be hugely risky to teacher supply and quality".

She told *Schools*



Week the "most urgent implementation challenge" was the proposed timescale, which could leave providers having to sort out their applications between the middle of the autumn term and this time next year.

"The risk to school engagement is a particular concern and needs to be really carefully worked through if this already fragile but fundamentally important element of ITT is not weakened further as schools feel too much is being asked of them."

The timescale could also result in providers "approved to do it who haven't really been able to think it through properly, people thinking they can afford to do it but can't, and potentially cold spots where you haven't got teacher training coverage".

"With an extra year many of these issues could be properly worked through and sensible solutions found. We would have an opportunity to think and act strategically at system and region level as well as supporting providers to turn what currently feel like huge challenges into genuine opportunities."

Universities will pull out over "Soviet-style" changes

The government wants to introduce "specific requirements" that providers must meet for accreditation, including using

a curriculum that "explicitly delivers the requirements and principles" of the new core content framework "in full".

The University of Cambridge said this "would require us to adopt a model within which we could no longer guarantee the high standards we have achieved to date".

The University of Oxford's department of education said the proposals would impose "control over every aspect of initial teacher education", resulting in "a national 'delivery' model that appears not to allow for the continuation of high-quality local partnerships such as the Oxford PGCE".

Professor David Spendlove, from the University of Manchester, said the additional costs, accreditation process and further scrutiny "gives the DfE leverage to increasingly marginalise university provision".

James Noble-Rogers, from the Universities Council for the Education of Teachers, said the reforms "could make some higher education institutions decide to focus on more predictable and cost-effective areas of activity".

"Others might pull out because they do not want any part in delivering a Soviet-style centralised teacher training curriculum."

The review report states that it is "likely that many providers will wish or need to create formal partnerships, either with organisations of similar type to themselves or with different kinds or organisations or existing providers".

But Noble-Rogers said: "Rather than become junior partners under someone else's control, smaller providers might instead decide to close, and take their partner schools with them. The DfE does not seem to have thought this through."

Nick Gibb, the schools minister, said the proposed changes would "build upon the ambitious reforms the government has implemented to create a golden thread of training, support and professional development, informed by high-quality evidence, which will run through each phase of a teacher's career".



Professor Sam Twiselton

Teacher training reforms



How the government plans to shake-up ITT

The Department for Education's proposed teacher training shake-up – all the key proposals.

1 ALL providers to apply for reaccréditation

The DfE is proposing to reaccrédit all providers, based on new quality requirements.

The “new, rigorous” reaccréditation will run in “early 2022”, with successful providers announced “before the end of the 2021-22 academic year. Providers will then have a further year to recruit trainees and prepare for first teaching of the new ITT courses in September 2023.”

The review acknowledges the “raised standards” will mean some providers will need to form “different partnerships” to make the grade. It also predicts “significant market reconfiguration and the development of new capacity”.

2 Ministers to broker trainee transfer of failing providers

The DfE will formally notify any providers that do not meet the new standards to “mandate support between providers to ensure improvement”.

If a provider is “unable or unwilling” to improve, the government should “broker transfer of trainees to another provider”.

3 ITT “expectation” for academy trusts

The consultation says as trusts grow, there should be an “expectation that they actively meet their responsibilities for ITT involvement in the areas they serve”.

To do this, the DfE proposes regional school commissioners “should consider involvement in ITT as a condition of growth for trusts”.

Involvement will also be an eligibility consideration for academy funding streams, such as the Trust Capacity Fund (TCaF) or sponsor grants.

4 Evidence-based training curriculum for all

The review proposes that ITT providers should “develop an evidence-based training curriculum” as a condition of accreditation. “Specific requirements” include a curriculum that “explicitly delivers the requirements and principles of the Core Content Framework in full”.

Providers would still have freedom to design their curriculum and programme “as long as these requirements are met”.

5 New “intensive” placements and minimum course duration

Providers will also have to “design and deliver an intensive placement experience” of at least four weeks (20 days) for single-year courses, and six weeks (30 days) for undergraduate courses.

Schools identified as “intensive practice placement schools” must be “closely supported”, with placements organised as group activities.

“The experiences should be intensive, suitably demanding and designed to be moments of step change in understanding, competence, and confidence.”

The review also recommends that single-year ITT courses leading to QTS should be 38 weeks long, with at least 28 weeks spent in schools.

6 New mentor and quality assurance duties

Providers should also identify “sufficient mentors” to ensure trainees receive support across placement schools. And providers should have a “detailed” training curriculum for mentors, with lead mentors expected to take one of the relevant national professional qualifications.

Providers ensure every placement school has at least one member of staff who is undertaking or has completed such qualifications.

Providers would also have to develop quality assurance processes to “ensure that all aspects of the delivery of the course meet the high expectations to which all trainees are entitled”. This would, again, be a condition of accreditation.

This would include setting out how any concerns would be addressed, and what range of interventions would be considered. It would also include monitoring and quality assuring the work of mentors.

7 Ofsted set for expanded ITT role

The review calls for “more frequent inspection of the quality of ITT provision”. It also says that inspectors should “continue to test the robustness of providers’ quality assurance arrangements”.

8 Teaching schools hubs to buddy up with provider

Teaching school hubs must partner with an accredited provider to deliver ITT. The DfE would also “place a requirement on teaching school hubs to support local ITT delivery in specific strategic ways as required”.

News

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It's coming home... and they're staying home!

JAMES CARR

@JAMESCARR_93

A school has promised pupils a Monday lie-in so they can stay up late and watch England make history by competing in the Euro 2020 final.

The nation is firmly in the grips of football fever and the education sector is no different as England gets ready to face-off against Italy on Sunday night.

Parklands Primary School in Leeds has informed parents that children can start from 10am the next day to avoid absences.

Headteacher Chris Dyson said staff would be onsite at the usual time, if parents needed to drop off their children, but he would "rather pupils came in at 10am than not at all".

"If it goes to extra time and penalties it's not finishing until going on 11pm. What we don't want the next morning is half the school staying in bed".

Dyson said the number of children late for school almost tripled on Thursday after England beat Denmark in extra time.

Elsewhere Community Schools Trust – which runs three London schools – is exploring the option of starting later on Monday, but no final decision has yet been made.

Chief executive Simon Elliott told Schools Week it would be "a nice gesture" if the Department of Education announced there would be flexibility for schools on Monday.

"It's gripping the nation and it's an opportunity for the government to get back some goodwill", he added.

Elsewhere, pupils and staff alike have been getting into the spirit of things.

Paul Robinson, groundskeeper at South Hunsley School and Sixth Form College in East Yorkshire, part of TEAL academy trust, wowed pupils with his Euro 2020 tribute on Thursday morning (see picture).

Trust boss Jonny Uttley said some schools will be allowing pupils to attend school in England colours on Monday.

Caroline Barlow, headteacher at Heathfield Community College explained the school's student-led TV station has been producing regular episodes in the build up to England's Euro matches.

A new episode is due to drop on Friday



Groundskeeper Paul Robinson with his Euro 2020 tribute



Parklands Primary pupils get in the spirit

complete with practice penalties and pet predictions.

Meanwhile today, Passmores Academy in Essex, will be replacing its usual school bells with football classics, such as Vindaloo, Sweet Caroline and Three Lions.

The DfE was contacted for comment.



Harry Kane

Culture of sexism and racism at leading grammar

JAMES CARR

@JAMESCARR_93

A “pervading culture” of sexism and racism at a leading grammar school created a hostile environment that left pupils feeling unsafe, an unpublished Ofsted report has found.

Colchester Royal Grammar School (CRGS) in Essex has been downgraded from ‘outstanding’ to ‘inadequate’, following a no-notice inspection in May.

The unpublished report, seen by Schools Week, found a significant number of pupils felt uncomfortable or unsafe in school and reported being the subject of “insulting and damaging comments regarding their gender, appearance, race or sexual orientation”.

The inspection followed allegations by Scarlett Mansfield, a former pupil, of a “toxic and ubiquitous rape culture” at the school. Her blog post received more than 20,000 views.

The school was also featured on the Everyone’s Invited website, set up to eradicate rape culture in schools.

The inspectors said the school’s leaders had “failed to address a pervading culture ... that does not promote equality and respect”.

“Leaders have not ensured that boys understand how to interact appropriately with girls. Consequently, some boys are rude about girls, judge them by their appearance and make inappropriate remarks. Parts of the school have become a hostile environment for some pupils.”

Inspectors found the school’s safeguarding



Colchester Royal Grammar School

systems were “not effective” and “do not work properly”. As a result leaders were often unaware of the difficulties some pupils faced.

Last month Ofsted’s rapid review into sexual abuse in schools found leaders were “consistently underestimating” its scale.

Between April and May, inspectors visited 32 schools and colleges. While CRGS’ inspection occurred during this period, the school said it was not part of the review.

The selective grammar school offers a boys-only education from years 7 to 11, but admits about 60 girls to its sixth form.

Inspectors found leaders at the school had not considered carefully how girls were integrated into the school and the challenges they might face.

Pupils told inspectors they did not feel safe because the culture within the school “allows them to be victimised for being themselves”.

Reported issues were not recorded properly, inspectors said.

Ofsted’s sex abuse review found teachers in

charge of relationships, sex and health education (RSHE) had not received any formal training in about half of the schools it visited.

At CRGS, inspectors likewise found personal, social and health education (PSHE) was “weak” with staff not trained well enough to teach the subject.

CRGS last underwent a full inspection in November 2007 when it was judged to be ‘outstanding’.

According to analysis by *The Daily Telegraph* CRGS sent 46 pupils to Oxbridge last year, more than any other grammar school in the country.

John Russell, the school’s headmaster, said the report, due to be published soon, was “very difficult” to read and admitted it was a “very sad day for our school”.

The school would further develop effective reporting systems and work towards “eliminating the use of derogatory and discriminatory language”.

However, Russell said the report did not reflect the school’s strengths as the negative findings resulted in limiting judgments that dictated the overall grade.

Last month, JFS in Harrow, a Jewish comprehensive, was downgraded from ‘good’ to ‘inadequate’ after inspectors discovered inappropriate behaviour went “unchallenged” and “escalated to harmful behaviour, including sexual harassment”.

Sir Michael Wilshaw, the former chief inspector, has recently become interim head at the school.

JAMES CARR | @JAMESCARR_93

‘How do we teach about sexual orientation and gender reassignment?’

Schools want clearer guidance to help them teach about “sensitive and difficult subjects” such as sexual orientation and gender reassignment, Ofsted says.

The schools’ watchdog said there was “a significant lack of research” into how schools address such issues.

The watchdog visited 24 state schools deemed by inspectors and other bodies to be “the most successful at promoting respect across the protected characteristics of sex, sexual orientation and gender reassignment” to identify “good practice” in the teaching of more contentious issues.

Chris Jones, the director of corporate strategy, said the “overwhelming majority” of schools visited wanted “much more specific guidance about sexual orientations and gender reassignment, both for schools and for parents”.

While some staff welcomed the freedom they have under current relationships and sex education guidance, there was “a lot of confusion around schools’ teaching obligations”, he said.

This confusion stemmed from a lack of a detailed central curriculum, “grey areas” that included the awareness that primary

schools can opt not to teach LGBT issues if they are deemed not to be age-appropriate, and “perceived contradictions in the information published by the DfE”.

Leaders also said guidance was needed on what should be taught to pupils at different ages.

Ofsted found that guidance “identifies a minimum requirement, but does not contemplate any ceiling on what can be taught at what age, so there can be pressure to go further, potentially causing conflict with some parents”.



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Don't accept boys' sexual banter, teachers told

TOM BELGER

@TOM_BELGER

The government's beefed-up guidance on tackling sexual misconduct in schools warns that downplaying it as "banter" can normalise abuse.

"Over-friendly" staff also should be reported, it says.

The Department for Education has published a draft of revised statutory guidance on keeping children safe in education, with more than 60 updates to the previous guidance released only six months ago.

Many of the changes focus on strengthening systems to deal with sexual misconduct between pupils, incorporating guidance from new standalone advice on sexual violence and harassment also published on Tuesday. Both will take effect in September

It follows a consultation on the safety guidance and Ofsted's recent report on child sexual abuse in the wake of a flurry of allegations through the Everyone's Invited website.

Don't downplay inappropriate behaviour as "banter"

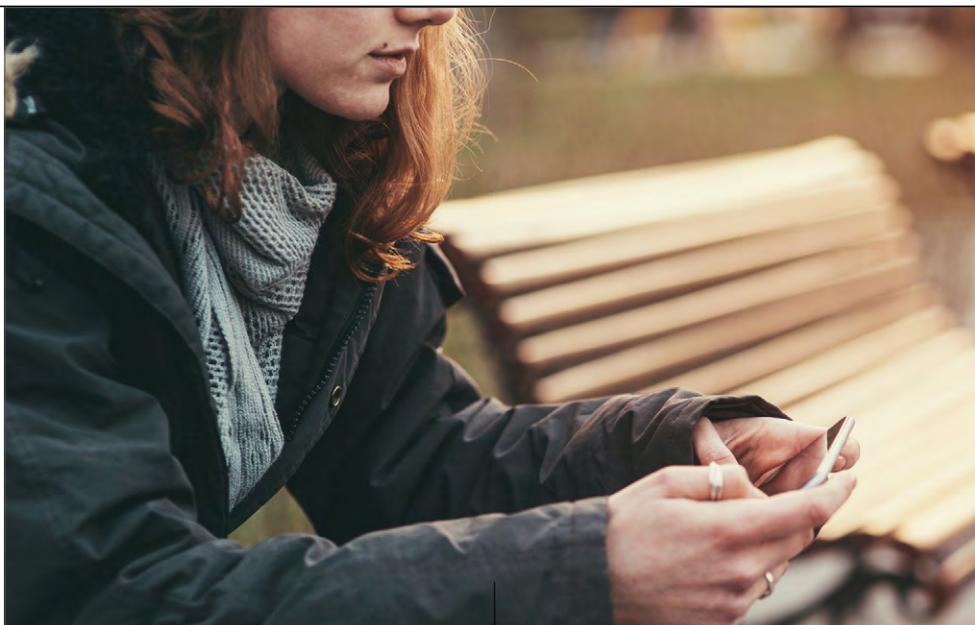
The guidance says it is "especially important" to challenge inappropriate behaviour and not pass it off as "banter", "just having a laugh", "part of growing up" or "boys being boys".

Downplaying such behaviour can create an unsafe "culture of unacceptable behaviour" and stop children reporting problems. In the worst cases it "normalises abuse".

Staff told to report doubts about "over-friendly" colleagues

The new guidance also says staff should be encouraged to report any "sense of unease or a nagging doubt" about other staff, through code of conduct and safeguarding policies.

Examples could include "being over-friendly with children, having favourites; taking photographs of children on their mobile phone; engaging with a child on a one-to-one basis in a secluded



area or behind a closed door; or using inappropriate sexualised, intimidating or offensive language".

Any such concerns should be "shared responsibly", properly recorded and dealt with "appropriately". This should also "protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings".

Duty on schools if abuse takes place beyond their gates

The section on how to deal with reports of sexual harassment or violence now states schools should "respond appropriately", even if the incidents have taken place beyond their gates.

The designated safeguarding lead is best placed to advise on the school's initial response. The same considerations, such as the victim's wishes, ongoing risks and potential criminality, are listed for all reports, regardless of their location.

Advice for acting on "malicious" claims

A new section says schools should consider disciplining those behind "deliberately invented or malicious" claims, but also consider whether all unfounded claims are "a cry for help".

Those making reports may have been abused themselves and need a referral to children's social care services, it says.

Policies to tackle pupils sharing indecent images

Schools should base online policies on "the 4 Cs" of content, contact, conduct and commerce.

The guidance says school child protection and phone policies must "carefully consider" how to manage children's unrestricted mobile internet access, which allows some children to "sexually harass their peers" and view share indecent images, often via large chat groups.

"Sexting" dropped

The language of "sexting", which has previously been criticised, has been ditched in the guidance, swapped for "consensual and non-consensual sharing of nude and semi-nude images and videos".

The guidance notes it "might not be abusive" between older children of similar age, but they still need to know it is illegal. Schools are told to check separate dedicated advice.

Act immediately rather than "waiting to be told"

All staff must "maintain an attitude of 'it could happen here'".

They must act on any concerns immediately "rather than waiting to be told". Examples include overheard conversations or aspects of children's behaviour.

A lack of reports on child-on-child abuse "does not mean it is not happening".

News

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Williamson aide gets OK for Ofqual top job

SAMANTHA BOOTH
@SAMANTHAJBOOTH

Education MPs have endorsed Dr Jo Saxton as the new chief regulator of Ofqual, after she batted away independence concerns saying she's interested in "policy, not politics".

Gavin Williamson named Saxton, his policy adviser and a former academy trust boss, as his preferred candidate for the role. The interim chief regulator, Simon Lebus, leaves in September.

In a report published yesterday (Thursday), the education select committee endorsed Saxton for the post. She appeared before MPs at a pre-appointment hearing on Tuesday.

But the committee asked for "reassurance that qualification standards will be maintained and that employers, institutions and learners will continue to have confidence in them.

"We will hold regular accountability hearings to examine this issue. A strong leadership team must work with the chief regulator to take Ofqual forward."

At the hearing, Labour MP Ian Mearns asked whether Saxton was "too close to government" to lead an independent regulator.

"Anyone who knows me knows that I am not afraid to speak my mind and act independently," the former Ofqual board member replied. She added that she had an "entirely professional relationship" with the education secretary.



Dr Jo Saxton

"I'm not a member of a political party, I was involved in the Labour party review of the national curriculum. For me, I'm interested in children, young people and learnings, I'm interested in policy, not politics."

Robert Halfon, the committee chair, said the exams chaos last year raised "a number of questions" about the relationship between the Department for Education and Ofqual, including "who had the ultimate authority and accountability".

Saxton said that Ofqual needed to question government policy if it had concerns about capacity. "I would absolutely speak out if I felt that any government decisions were going to

undermine the interests of children, young people and learners."

She added that independence did not mean that "you can't have effective working relationships" with government.

Saxton was in charge of Turner Schools, which she established in Kent in 2016. She was also chief executive of Future Academies, the trust set up by Lord Nash, a former academies minister.

She told the committee that the appointment of a former school leader "who has good relationships with other school leaders is the thing that Ofqual needs". This would reassure the wider sector that it understood what school leaders needed and what the young people they served needed.

Labour this week claimed Saxton was unqualified for the post. But she defended her CV, saying she had management and accounting officer experience.

"I'm so fascinated by regulation that I've studied it at the London School of Economics in my spare time. So, while I don't have as much experience in being a regulator, I have worked in highly regulated sectors."

Asked about the regulator's diversity, she said it could be improved. She also backed exams going ahead next year, with the caveat that the lesson of the pandemic was its unpredictability.

Saxton would also like a student panel and said she would explore that with the board.

FREDDIE WHITTAKER | @FCDWHITTAKER

Senior DfE adviser joins education charity's top team

A long-serving policy adviser at the Department for Education is to join the Education Endowment Foundation's new top team.

Chris Paterson is to become the charity's director of impact, overseeing its "knowledge mobilisation and regional delivery partnerships, communications, policy and evidence synthesis functions".

Paterson is a senior policy adviser to Gavin Williamson, the education secretary. He has worked at the DfE for about seven years, joining the department to advise David Laws, the Liberal Democrat schools minister.

Jonathan Simons, a former Downing Street

education adviser, said Paterson had been an "unsung hero" of education.

"He's fulfilled the unofficial but vital role of bridging the gap between politics, [department], and the sector. He is a tremendous loss to the DfE and a huge gain for the EEF."

Sam Freedman, who held the DfE post before Paterson, said his departure marked the "end of an era".

"Pretty much anything useful that's happened in recent years - like the early careers framework - has come via him."

Headteacher Stuart Lock described



Paterson as "one of the most effective people at the DfE". Replacing him would be a "real challenge".

Emily Yeomans, the EEF's former head of programme

strategy and current director of the National Tutoring Programme, has been appointed as its new director of research. Anne-Laure Bedouet, the head of finance, will become its director of finance and operations.

Professor Becky Francis has been at the helm of the EEF since the start of last year. She replaced Sir Kevan Collins, who held the post for eight years.

EDITORIAL

DO YOU HAVE A STORY?
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Will we ever get fairer funding?

The government's, surprise, decision this week to push back the full implementation of its national funding formula reforms is a tricky one to unpick.

The consultation document itself sets out just how unfair the current funding regime is.

For instance, a school in East Riding of Yorkshire gets an extra £200 per pupil with English as an additional language, whereas schools in Westminster get £3,200 extra. Under the national funding formula, all schools would get £1,485 extra for such pupils.

The government's own consultation says schools "do not all operate on a level playing field, and we are not fully delivering the fairer funding system the schools NFF is designed to achieve".

So why delay a move to fund all schools on the national formula? (Currently the cash goes to councils who can apply their own tweaks before handing to schools).

Ministers have used the cover of Covid. They

don't want to introduce more "turbulence" for schools. And we know there's more than enough other things to concentrate on.

The funding formula has also come under criticism recently. Despite levelling up historic inequalities in funding, it is moving cash from schools in poorer areas to their more affluent counterparts.

So a delay, and a proper consultation, to figure out the full effects of this reform again make sense.

But the move to level up funding is always going to be unpopular in some quarters. Those losing cash, or not getting as much as others, won't be happy.

Rather than taking this head on, ministers have taken the easier route of allowing time for a more gradual shift to the end goal.

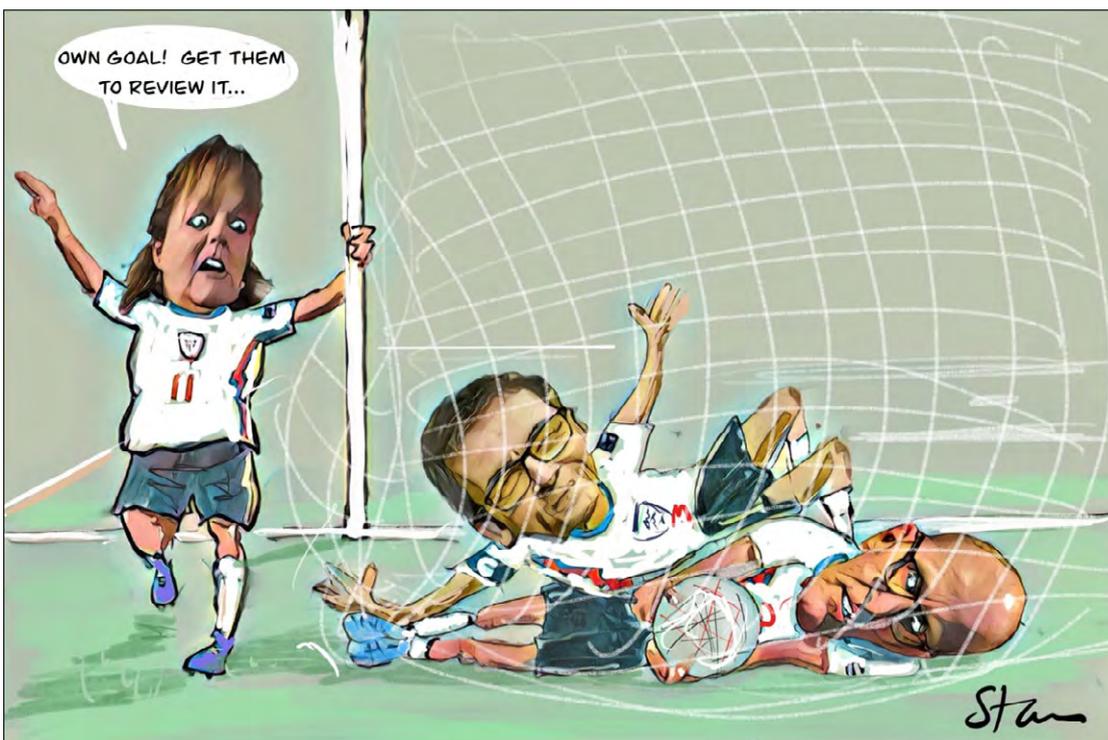
It might just be the right call, and a sign of the government listening. But the issue hasn't gone away, just shunted down the road to be dealt with another day.

SCHOOLS WEEK

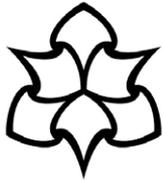


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Within the world of teacher training and education, there is nothing more important than supporting teachers through the early stage of their career. With approximately one quarter of newly qualified teachers leaving the profession after three years, there is a need for schools and universities to work collaboratively to ensure that high quality teachers are retained.

To tackle this, the Department for Education has introduced the Early Career Framework (ECF), designed to provide quality professional development to new teachers during induction. National roll-out of the ECF begins this September.

Manchester Metropolitan University was selected to deliver the early roll-out of the ECF in the north of England, in partnership with University College London's Institute of Education, Newcastle University and a network of research schools. This began last year.

Together, we have written the materials and curriculum for delivering an ECF programme and have piloted this with schools. In Greater Manchester, around 180 new teachers and 160 mentors have come through the programme, with over 1000 teachers supported by the wider consortium.

The evidence indicates that, so far, the impact of our programme has been positive. 90% of those recruited have remained on the programme, with the majority of 'leavers' simply changing schools mid-programme. So,

what exactly does good support look like for new teachers?

There is a mistaken perception from those outside the sector that new teachers mainly need help with managing children's behaviour. Schools are very good at dealing with that and wouldn't expect new teachers to manage that independently. Instead, what professional development needs to focus on is adaptive expertise.

We need newly qualified teachers who respond well to diverse learner needs and the many demands that will be made on them as they take on a wider professional role. New teachers need materials to help them develop approaches for that. The importance of adaptability has been brought into stark focus by the challenges of the pandemic.

We've taken academic research that informs the latest teaching methods to shape the learning materials within our ECF programme. We've combined it with insight from our school partners to make sure the programme is highly relevant. How, for example, do you teach a class with diverse learning needs online? What do you do if children with a range of additional support needs join your class? What strategies can be used to promote pupil and teacher wellbeing? These are among the challenges we need new teachers to have the capacity to cope with.

The mentoring aspect of the ECF is critical and is something the early career teachers in our pilot appreciated most. We trained the mentors, making sure they were aware of research and teaching techniques so that they could advise on issues such as dealing with enhanced workloads, changing assessment regimes, working with parents and interpreting data. We ensured that new teachers were working with mentors and colleagues from other schools and the University, creating a regional network with a focus on developing pedagogy.

Our goal is to work with our school partners to create the conditions where new teachers,



PROFESSOR ROBERT HULME

Head of School, Teacher Education and Professional Development at Manchester Metropolitan University

as well as their pupils, thrive. Schools that are supportive professional learning communities, working in partnership with universities, are more likely to retain new teachers.

Through our work on the early roll-out, I hope that early career teachers have recognised the value that educational research brings to practice, and the role it can play in helping them cope with daily challenges. Those challenges won't simply come to an end, however. Learning methods will change and new educational research will bring emerging ideas to the fore. Teachers should consider how professional development could support them throughout their career, not just the induction process.

To learn more about how Manchester Metropolitan University can support early career teachers through professional development, find out more here.

Profile

JESS STAUFENBERG | @STAUFENBERGJ



‘Schools need to give more than lip service to the youth voice’

Ndidie Okezie has done that rare thing and crossed the divide between teaching and youth work. Always the problem-solver, she’s now launching a cross-sector leadership programme

Ndidie Okezie, chief executive, UK Youth

If you’re a real education nerd, you might recognise Ndidie Okezie’s dulcet tones – and infectious giggle – from the *Are You Convinced?* podcast. The general premise is that Okezie and Teacher Tapp’s Laura McInerney (former *Schools Week* editor) battle it out with each other and guest speakers to convince one another of a particular approach for students, listening

(supposedly) to all sides. At the end, the speakers confess whether they are convinced – or not.

Okezie, a former Teach First and now chief executive of UK Youth, tells me that last month she lost a debate she really cared about. The topic was “teachers and youth workers should be trained together” and the “whole thing became about fitting it into initial teacher training”, says Okezie, rolling her eyes. “I should have said that it should

be part of CPD!” But one moment was a win for Okezie: a guest looked up the definition of a youth worker, and realised it fitted their vision for schools. “I said ‘great, we can stop talking now!’”

As a youth work charity boss and former school teacher, Okezie straddles several worlds, just as her podcast aims to. And she is bursting with frustration – the good, high-energy kind – that schools and youth workers (and other services) are not yet

Profile: Ndidi Okezie



Okezie and her mum at the Queen's charity garden party



With a former student who became a teacher

working much more closely together. If young people were genuinely the focus, she says, then schools would prioritise this goal too.

"Before I came into this role, even when I thought I was thinking system wide, I was probably still thinking about it from a school lens, not a young person lens," she says. Okezie has held national roles at publishing firm Pearson and Teach First prior to her move in January 2020 to UK Youth, an organisation that supports the youth sector. "With Teach First, it was teachers, workload, development; with Pearson, it was reaching teachers and schools. In all of these things it never occurred to me think properly beyond the teacher."

Instead, she says, "if you are only thinking about solving this problem through education, you are not thinking about the child, you are thinking about the profession. I am not led by the profession now, I am thinking about the young person." When teachers – including podcasters! – cast doubt on training with youth workers or social workers, it's clear to Okezie that "the only reason you think that is because you haven't sat in those other professions."

"There are people," she continues, "in these other professions who would transform the experience of young people, and teachers, if only they were allowed into schools."

Okezie's message is the culmination of a journey, started by breaking free of the categories her supportive, no-nonsense mother set out. "Very typically in west African

"If you are only thinking about education, you are not thinking about the child, you are thinking about the profession"

homes, there are a very limited number of jobs you're allowed to do: lawyer, doctor or accountant," Okezie smiles. "My mum was very strict, very protective. She used to call the house 20 minutes after school had finished to check I hadn't taken a detour." But Okezie decided against the suggested professions. She started a computer science course at university (but "hated every minute of it"). Eventually, she was allowed to change to psychology "because it still had BSc after it," she grins.

The initial plan was to become a clinical psychologist, but at that time two years of teaching was needed. "That was enough to make me say, no, I'm not going to do that!" Education had not always been a positive experience for Okezie. One teacher had told her "children like her" didn't go to university, a message that resurfaced when she was hugely put off by the largely white, privileged atmospheres of top universities outside London, such as Warwick. Instead, she chose Brunel in west London where she felt safer.

But after some months working in the City, life felt pointless, and she googled a combination of words while at work – 'innovation, young people, purpose, business' – and Teach First popped up. Three weeks later, she was training with them. (Her

mum, at this point, began referring to her as a 'lecturer'). I always laugh because the thing that made me hesitate was the teaching part," she says. "I thought, 'God forbid, I am not going to be a teacher', but I thought, 'Come on, Ndidi, this resonates, suck it up.'"

What changed? "I fell in love with it. I will say it now, and it has more credibility because I've done other things too, it is the most rewarding, humbling, privileged thing that people can do." She pauses. "I often have interesting conversations with teachers: do we teach children, or do we teach our subject? It was never about the subject for me, it was about the children." She started off at Bexley Business Academy in south London, and in 2006 moved to Burlington Danes Academy under Dame Sally Coates. "Just being under Sally..." Okezie shakes her head. "Until today, that's the most formative leadership experience I've had." Seven years later she was still there, now assistant. But, as she puts it, the "idea of making change beyond one school" refused to budge. "I would still deal with parents in my office crying because they hadn't got a place and had to go to another school. It still felt like a lottery. It shouldn't have mattered if you didn't get into this one. We don't need more proof points in the system, we need the

Profile: Ndidi Okezie



“If I’d understood youth work like I do now, I would have been a different teacher”

She says some schools are trying, such as Totteridge Academy in north London, where “the students are humanised, relationships are at the core”. She praises Reach Academy Feltham in west London for “meeting with every family” before they join. “It was so radical at the time, but this should be normal.” Now, however, Okezie is putting her money where her mouth is. UK Youth is piloting a “cross-sector leadership programme” with the Reach Foundation, Dixons Academies Trust and social worker programme Frontline. Ed Vainker, chief executive at Reach, wanted a training programme for senior leaders with a “module” in social or youth work, but Okezie pressed for something bigger. “I said, if we’re going to do it, let’s do it properly. And if I hadn’t had this experience outside schools, I wouldn’t have said that.”

Twenty school leaders, 20 social workers and 20 youth workers will train together in local clusters and visit each other’s settings to improve the whole system. Accreditation is not decided yet, but it’s a start. The pilot kicks off in January, and each year Okezie wants another relevant profession to join, such as police and health.

But, as the podcast debate shows, there’s a long way to go yet. “This is more of a gamechanging opportunity for teachers than many of the things we think would change the game for teachers,” says Okezie urgently. She leans in. “If I had understood youth work the way I understand it now, I would have done my time as a teacher very differently.”



system to shift.”

So she asked to have a coffee with Teach First’s founder Brett Wigdortz, who promptly employed her as a consultant and then as executive director for regions, helping the organisation build networks across England. After almost seven years, she then joined Pearson as director for digital and customer voice strategy. Ever frank about her experiences, Okezie is clear she learnt a great deal but “had arrived with pen and paper out, ready to learn from the big people in the corporate world, but it was nonsense, honestly. It made me realise everything I’d done up to that point was very valuable.”

Instead, it was her new role at UK Youth which “set the new standard” for challenge. There were a lot of misconceptions, says Okezie. The youth work sector has some “archaic ideas” of what schools are, for instance. “You can’t tell me as a teacher that I don’t really care or know about the kids!” she says in mock outrage.

But she realised the youth sector prioritised young people’s agency in a way schools do not. “We’ve given bringing young people into the conversation a lot of lip service. I just don’t think schools think about youth voice in that way. I’m not convinced they do it as well.”

Women in the workforce

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



The pandemic has worsened factors that were already holding women back from leadership positions, writes Sharon Monaghan, but it has also created a chance for real change

A report published by Dr Helen Kelly last November made for bleak reading about the pandemic's effect on school leaders. Of the 721 surveyed, 70 per cent said there had been times in 2020 when they'd come close to breaking point, and 67 per cent admitted their working life was having a negative impact on their health.

But while the experience of the past year has been incredibly challenging for everyone in schools, it is women in the workforce I am particularly concerned about. In my role supporting female teachers hoping to land SLT posts, I hear first-hand about what prevents them from applying. And I'm hearing a lot more than usual.

Inequality between the sexes in teaching predates Covid, of course. This is reflected in gender pay gaps, but also in the number of women in SLT. According to the DfE's 2021 school workforce census, while women make up 75 per cent of classroom teachers, they make up only 67 per cent of headteachers. "This has been consistent over time," says the DfE.

My work is a bid to narrow that gap. But there is now a worrying trend among my clients: passionate, experienced women who would be an asset to any SLT are not applying for the senior posts they'd previously sought.

A common reason is burnout – and not just their own. One client told me, "My headteacher is close to a breakdown. She's overwhelmed. I look at her and think, 'Why do I want to apply for a job if I'm going to end up like that?'" I've heard that sentiment echoed too many times



SHARON MONAGHAN
Educational coach and consultant,
Successful School Leaders

Post-Covid: a moment of risk and opportunity for women in schools

to count.

For some, the turbulence of the past year has made them question the competence of their school's leadership to react to changing government guidance, to create plans for the ebb and flow of restrictions and to support

Then there is the age-old juggle of motherhood and work commitments, brought into sharp relief in the past year by the experience of trying to manage their own children's home learning while providing remote learning and/or onsite learning with

“Experienced women are not applying for jobs they'd previously sought

their staff's wellbeing. Of course, they also question the DfE's commitment and ability to make these policy priorities.

high levels of staff absence. Months with little or no quality time with the people they care about and neglecting their own wellbeing have caused



them to reevaluate their ambitions. Some will only consider jobs nearer to home. Others are questioning not only whether an SLT role would damage their family life, but whether teaching is the right career for them at all.

And those who do want to push ahead have seen a dramatic decline in the number of jobs available. A report by Gatsby, SchoolDash and Teacher Tapp tracked the number of job adverts posted by schools from September 2, 2019 until April 6, 2020. Compared with the same period the previous year, there were 2,000 fewer vacancy advertisements. The report suggests that the continued uncertainty may cause teachers to choose to stay in their roles "rather than seek[ing] promotions or careers in other sectors". By implication, those with SLT ambitions will find fewer vacancies to step into.

An update to that report is due, so we will soon find out more about the pandemic's impact on the workforce. In the meantime, one thing is clear: not enough was done pre-pandemic to ensure the teaching workforce – and especially women within it – had the resilience to take the disruption in its stride. The workload and gender equality agendas are intertwined, and both have suffered.

What was – and is – required is nothing short of a culture change. And that might be the silver lining from the whole episode. Flexible working, a focus on wellbeing and capitalising on the workload reduction efforts the pandemic has forced schools to undertake will become expectations.

Unless schools and the DfE are ready to embrace that new culture, they will be depriving the system of bright new leaders as more and more women vote with their feet.

Women in the workforce

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



There are many good reasons to make our schools 'menopause aware', writes Jenny Arrowsmith, and not doing so could turn out to be a costly mistake

Around 50 per cent of women going through the menopause experience symptoms that affect their working life. It can prematurely end some women's careers and leave experience gaps in their organisations.

Menopause affects all women at some point in their life. Most women who are peri-menopausal or menopausal have symptoms including loss of confidence, disrupted sleep, anxiety, poor memory, joint and muscle pains, hair and skin changes, headaches or worsening migraines, as well as the more commonly reported hot flushes. Those symptoms impact on all aspects of life and can significantly affect their physical and psychological wellbeing.

Some large organisations have really invested in being 'menopause aware' and provide information, training and support to staff, but most haven't. The fact is that 51 per cent of the population are female. Of these, 71 per cent work and 4.3 million women over 50 years of age are in the workforce.

And that figure is expected to rise. The UK Commission for Employment and Skills predicts that the UK workforce in 2030 will be 'more multi-generational as well as older and female'.

In schools, the figures are even starker. Teaching is a female-dominated occupation and the most recent data for England shows that the school workforce is becoming even more female dominated in both primary and secondary schools.

Schools that sideline menopause as a 'women's issue' and leave women to deal with it as best they can will find it much more difficult to retain the skills



JENNY ARROWSMITH

Senior partner (employment),
Irwin Mitchell

Schools can no longer dismiss the menopause as a 'women's issue'

and experience they need to help their organisations thrive. But it's a wider issue than this. There are also legal risks if you get this wrong.

There have been a number of cases where employment tribunals have found women suffering from menopausal symptoms are disabled under the Equality Act 2010 and that

is that the symptoms must have a substantial and long-term effect on someone's ability to carry out normal day-to-day activities. These day-to-day tasks aren't limited to the workplace and can include an inability to sleep or concentrate.

So there are very good reasons to help support women through this

“There are legal risks if you get this wrong

their employers should have made reasonable adjustments to help them continue to work.

It's easy to see why. The legal test

process. But what's the best way of doing so?

We recommend that you:

1. Develop a strategy. It's helpful to



appoint menopause 'champions' who can open up discussions, develop suitable policies and support women. We have a precedent menopause policy you can adapt for your school, available free of charge. Please contact us if you'd like a copy.

2. Signpost where your staff can find reliable information about the menopause and hormone replacement therapy (HRT).

3. Consider what changes you can make to support menopausal women. Many organisational changes are free and relatively easy to implement. For example, workplace characteristics that make symptoms worse include: high temperatures, poor ventilation, humidity, no access to quiet or restful spaces, noise, dryness in the atmosphere and a lack of natural light. Think about how you can overcome these by, for example, providing breakout areas that offer quiet places to plan and prepare lessons, cold water stations and desk fans.

4. Support flexible working. Where you can, allowing women to make changes to their usual working pattern, including when or where they work, is particularly helpful. That's not always easy in a school environment, but it's not impossible either.

5. Train your senior leaders so they understand the basics and can make appropriate decisions, and encourage women to speak up where their work is being impacted.

And in doing these things, remember that all women experience menopause differently. If you take the time to understand how the menopause is affecting individual employees rather than assuming everyone needs the same thing, you'll stand a much better chance of retaining the experience, knowledge and support your school needs.

Women in the workforce

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



Taking return to work from maternity for granted can cost schools talent and women their careers. That's just not good enough, writes Sean Duffy

Imagine you've been working at the same school for ten years. You've been following the same strict routines day in, day out. Through practice and ongoing professional development, you've honed your skills: for teaching, of course, but also data analysis, exam preparation, managing staff, managing behaviour, pastoral care and much more besides.

You've come to know the school and its community. You've formed rapport with parents and senior leaders and more than once you've contributed to developing policy. You've progressed to middle leadership and you are on track for the next step up.

Then one day, you have to take a year off. For the next 12 months, you'll be developing a host of new skills in an entirely unknown arena: parenthood. That's scary enough, but you also face the fear of what happens when you come back. In a year's time, how rusty will your professional skills be? How much of your professional knowledge will be irrelevant?

Of course, a large proportion of the teaching workforce don't have to imagine this at all, while another substantial segment are making life decisions every day based on those fears – trying to time their family planning according to their career trajectories.

Meanwhile, men are over-represented in senior leadership teams. And given the above, it's not surprising. There's a vicious cycle that leads to women's exclusion from the top spots. How can we properly empathise with them? And if we can't, then how can we properly support them? And if we can't, then how can we ever make leadership more



SEAN DUFFY

Head of VI, Clacton County High School

Are we doing enough to support maternity returners?

representative?

There's a simple question of retention too. How many colleagues are lost to the profession because we fail to reintegrate them? How many choose part-time work because the demands of full-time teaching are incompatible with family life?

myself supporting a female colleague – far more senior than I – who I found crying in the school gym while her class waited outside to be let in. This was her second day back from maternity leave.

That experience has stayed with me and now that I'm in a position to do

“There's a vicious cycle that leads to women's exclusion from the top spots”

I get the irony that I'm a man writing this, but in the end it's the duty of those who are in leadership positions now to effect change, and I take that duty seriously. As a young teacher, I found

something about it, I'm determined to create conditions where that is as unlikely as possible to happen again. So I set about consulting with my female colleagues about their



experiences to try to develop better policy.

A key challenge that arose from all my colleagues was adapting to change. A lot happens in the time it takes for a baby to become a toddler. One told me that she felt well supported on the whole.

She appreciated our focus on her aspirations and our efforts to ensure she wasn't overworked. But, she said, our re-introduction wasn't transitional enough. A two-week

period to observe and take partial lessons, she suggested, would have made a world of difference to her ability to process all the changes.

When we made that change, another returning colleague confirmed that “being given time to facilitate in lessons before taking them on solely has been particularly helpful”.

A second key theme was being able to plan ahead. “Having a secure timetable in place maybe three or four weeks in advance of returning would have made the transition much less stressful,” said one. We always planned for the first day back to be a settling-in day, but we realised we needed to do more, and sooner.

So we are making the changes, and we are continually reflecting on what more we can do. Law and protocol ensure our female colleagues are protected around maternity leave, but we can't hide behind that to avoid action. In themselves, law and protocol are insufficient.

There is no silver bullet, but we owe it to ourselves, our colleagues, their families and students to do better than that.

After all, imagine our system in ten years if we stopped losing all that talent and experience.

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The nasen Award for Co-production



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SCHOOLS WEEK

Reviews

BOOK REVIEW



The Boy Question

Author: Mark Roberts

Publisher: Routledge

Reviewer: Stephen Lockyer, primary teacher

Very smooth, Mr Roberts. You were at the “difficult second album” stage of publishing. You’d had the fandom and adoration of that brilliant first album, *Boys Don’t Try*. Then there had been the famous split, with PositiveTeacha going solo and possibly even living in a sprawling LA mansion. We can imagine the conversation with your manager.

“Keep ‘Boys’ in the title, Mark. It’s what the fans want.”

The pain of your talent, your experience, your cumulating knowledge. “But I want more. I want to write about the whole learning journey.”

Sadly, you realised that you are in a Britney-style relationship with the gender lens. It’s a pity in some ways because some people will be put off reading this book, and they would be absolute fools to. If the first book was an introduction to your style, then this second one is you really flying. Yes, the title has ‘boys’, and yes, boys and males do feature on almost every page. But so do solid, grounded tips and guidance for being a bloody good teacher.

I’d be more angry about it, were it not for Mark’s chapter on anger resolution. He tackles a topic which until now I have never seen anyone mention, let alone write about: teacher anger. Dissecting it, explaining it, and reasoning with this genuine beast which only rears its head in outraged *Daily Mail* headlines and mouth-foaming Twitter threads, furious that

fury should even exist. Because we are all teaching angels sent from heaven, right?

In my experience at primary, males have tended to stomp or storm out of class at pressure points, with the females remaining and giving it all the verbal; this chapter clearly explains just how this battery can get under your skin in a way that other things really don’t.

Given as I am to highlighting key sections and phrases with a hideous day-glo highlighter, this book was like a neon plasterer’s radio by the end. You won’t be able to stop yourself doing the same, so if you’re a book purist you should avoid it.

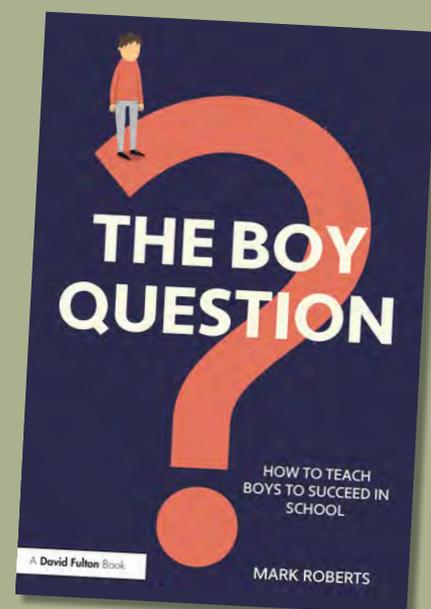
Roberts would ideally collate these scattered gems together and form them into a... oh, he has. Throughout the book are tables and graphics, some of which are sheer, spun-gold wisdom. And they are casually acknowledged with little more than an aside or two in the main text. Transport any of these to a sparse classroom at ResearchEd, and you’d have an audience furiously taking notes and Insta-worthy eduselfies with the slides. (And quite possibly the author, too.)

Like the males in some of Mark’s classes, I’ve been distracted from my objective, so to the nitty-gritty: nine chapters, one-third on motivation, one-third on instilling high expectations, and the final third on literacy. Contractually, Mark has to mention boys in each of them, but ignore it in the main; the advice is perfect for all children and young people.

Each chapter has the reference points at the end, and it will make you want to

read further – although the few papers I did look up left me glad Roberts had done such an awful lot of the grunt work for me. While I don’t ever advocate accepting filleted research at face value (sorry, Dweck!), Roberts has laid his book on strong foundations. A harried teacher can confidently pick it up and quickly work with it.

So then, teachers at all-girl schools, staff at leafy primaries and urban secondaries, pick up this book, along with your favourite highlighters and a few hours of your time. It will be time well spent, and you will become teacher-rich as a result if you implement just some of what Roberts has shared. He comes across as a no-frills, thorough teacher. We loved other teachers better at school, but we learned the most from these.



Reviews



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

@MelJaneSEN

Compliance or learning?

@greeborunner

School rules have been in the news this week- and not just in the teaching press. In my setting, our approach to behaviour is highly individualised, so these debates often feel irrelevant to me. This post from Zoe Enser, however, is relevant across settings and phases. Comparing student learning and teacher CPD, she encourages us to think about the difference between “mindless compliance” and true understanding.

In Enser’s experience, CPD is much more effective when teachers are given “a chance to understand what underlies [a] principle and what we are trying to achieve with it”. The same can be applied to students, who are more likely to follow a rule if they understand the principle behind it. Whatever our students’ needs, we need to give them a reason to work with us, which means “put[ting] down the clipboard and tak[ing] the time to engage in meaningful dialogue”.

TOP BLOGS of the week

Via negativa: seeking a creative enlivened teaching life

@GarbodenCarol

I have never been effective at enforcing rules I don’t truly believe in, so being confident in the ethical core of what I’m doing is a necessity. This post by Carol Garboden Murray suggests a method of refining that ethical stance in the classroom.

Teachers are often encouraged to *think positive*, but Garboden Murray suggests using the *via negativa* instead - starting with “what we know for sure we must stand against”. This approach can help us articulate what we *do* want, and can also help us with periods of uncertainty. With yet more change on the horizon for UK schools as Covid regulations begin to lift, we will all need strategies to keep us grounded.

Moving out of the echo chamber

@annierearlyyrs

In February, I featured Annie Richardson’s insightful writing on structural issues within the early years sector. Here, she explores the state of anti-racist progress within education as a whole, in typically reflective style.

The phrase “echo chamber” is often used

simplistically, but Richardson engages with it in a careful and nuanced way. While Richardson’s own echo chamber has “informed, confirmed and affirmed” her anti-racist commitment, she notes that confirmation and affirmation can only go so far. Moving out of the echo chamber to spread the anti-racist message, however, is not a trivial choice: “For many people racialised-as-black, the wounds of racism are never able to fully close, as each new aggression causes the blood to flow again. When those racialised-as-white take the role of challenger, at least whilst the pain is still there, the solidarity is a balm.”

Her post, then, is a call to arms for white educators to continue challenging racism wherever we see it, and help make the world outside the echo chamber safer

Keep chipping away at homophobia

@DavidTLowbridge via @DiverseEd

When I was at school in the early 2000s, I had no gay classmates -or rather, none who dared to come out. By the time I trained in 2016, my placement school had a Pride Society, with a rainbow-striped stand at open evening, staffed by LGBT+ teachers and students. The transformation in social attitudes has been amazing to witness, but it is still in progress.

David Lowbridge makes an interesting comparison between teaching and football, two areas where the representation of gay men in particular has seemed to lag behind the rest of society. In both these areas, we are still at the stage where openly gay footballers and teachers represent milestones to be celebrated. When the presence of LGBT+ people in our schools and on our football pitches is entirely normal and unremarkable, we will know the social transformation is complete.

Research

TeacherTapp will review a research development each half term. Contact @TeacherTapp if you have a topic you'd like them to explore

How long exactly is the school day?

Laura McInerney, co-founder, Teacher Tapp

How many schools finish before 3.30pm? That feels like the sort of question that an education secretary intent on criticising schools for the length of their teaching day ought to be able to answer. And yet, when Gavin Williamson was asked in a recent Commons debate, he had to admit that he didn't know.

"Historically there has been very little information, actually, sort of published, on the actual sort of school day. As I am sure you are aware, it has not been, actually, part of something that has been looked at as part of an accountability measure by Ofsted."

Gav's right. One of the school system quirks is that despite spending about £30 billion on it per year, the government often doesn't know the most basic of things about it. For example, what time do schools end? And, crucially, what time do they start?

When we began Teacher Tapp in 2017, these were the sorts of questions we sought to answer. It took less than 24 hours after polling 8,000 teachers for a definitive answer. At present, one in 20 primary schools finish lessons before 3pm. The number is slightly higher than in the past because so many primary schools are running staggered end-times so that pupils aren't crowding out at the same time and passing the virus between bubbles.

For secondary schools, the figure is closer to one in five, with 18 per cent closing before 3pm. Those in the most deprived areas were more likely to shutter early, with 29 per cent closing before 3pm, which feels like grist to Williamson's mill.

However, it's essential to also look at opening times. Schools in more impoverished areas



were also much more likely to open before 8.30am.

They're also much more likely to have shorter lunch hours. In 2019, a UCL-Nuffield study comparing break times over 20 years found that children were now chomping their sarnies at mega-speed. One-third of schools now have less than 45 minutes for lunchtime, and eight per cent take less than 30 minutes.

Why are schools hammering through the day? A couple of factors are intertwined. Funding is a huge part of the picture. Paying for lunchtime supervisors cuts into schools' dwindling budgets. Keeping lunch lean means teachers and leaders can use some of their directed hours to monitor students rather than paying for other people to do it.

A second factor is that in primary schools, the introduction of universal free meals increased the number of children needing to be fed by kitchens. To increase throughput, many schools shifted to split lunch breaks, in which children eat their meals in shorter shifts, to accommodate. Covid restrictions around bubbles further increased the number of schools using split lunches, driving lunchtimes even shorter.

Finally, there's the simple matter

of behaviour management. When schools study major infractions (such as fights) they often find that they happen once students have been left to their own devices for long periods. For example, football games can get ever more fraught as breaktime wears on! Cutting back on downtime is thought to reduce such behaviours and lessen the chance for bullying.

Williamson should also take into account the fact that lessons ending does not mean that schools close altogether. In ordinary non-pandemic conditions, most schools run extra-curricular activities after school, with 50 per cent of teachers taking part in these across the year. Homework clubs, musical activities, sports teams. After-school clubs are a vital part of the extended curriculum.

In truth we do have quite a lot of information about the school day thanks to the Teacher Tappers.

As for Williamson, hopefully he now knows that the school day, actually, isn't as big a concern as needing the money and people to run it.



Gavin Williamson

BLOGS: YEARLY ROUNDUP

This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. Here's their pick.



ROBIN CONWAY, DIRECTOR OF RESEARCH AND INNOVATION AT JOHN MASON SCHOOL

@JMSREFLECT



PENNY RABIGER, DIRECTOR OF ENGAGEMENT AT LYFTA EDUCATION AND A STEERING GROUP MEMBER OF THE BAMEED NETWORK

@PENNY_TEN



NAUREEN KHALID, CHAIR OF GOVERNORS AND TRUSTEE, CONNECT SCHOOLS ACADEMY TRUST

@5NAUREEN



SONIA THOMPSON, HEADTEACHER, ST MATTHEW'S C OF E TEACHING AND RESEARCH SCHOOL, BIRMINGHAM

@SON1BUN

Most memorable blog posts of 2020-21

Robin Conway

Our visions for confident and articulate students

@MissTBegum

Choosing one blog for the year is never easy, and looking through past nominations has reminded me of some fantastic and inspirational pieces from this year. But for one blog that has had most impact on my own practice (and that of colleagues) I nominate this piece by Thahmina Begum.

Her clear moral drive, the practical values encapsulated in SHAPE and SLANT and the outline of positive "habits of discussion" have all resonated strongly with our team and I have seen their impact in lessons. The idea of "high-frequency errors" is powerful, well-explained and worth reflection by all teachers.

Penny Rabiger

Becoming an antiracist - the podcast

@Muna_Abdi_PhD

This podcast series is hosted by the inimitable Dr Muna Abdi, who invites a range of guests to explore a number of topics concerning racism and anti-racism in education. The series aims to support teachers on their journey to becoming an antiracist. It offers a space to listen, reflect, engage and learn.

Dr Abdi's insights and methodical unpacking of the issues make it impossible not to lean in and learn, no matter whether you're well versed or have just a basic grasp of the subject matter. A must-listen for anyone working in the education sector.

Naureen Khalid

Leave her at the hospital

@bennewmark

Of all the blogs I've reviewed this year, the one that moved me most was this by Ben Newmark. He writes eloquently about parents who tell him of the loss they suffered when they were tricked into acting against their instincts and told not to love their child. Remarkably philosophical, given his own experience, Newmark concludes that it is because we lack the language to talk about disability that we let awful things happen.

It's no understatement to say this blog should be read by all educators. It is surely our duty to help society get to a place where parents won't be told to "move on and have another" child.

Sonia Thompson

School data updates

@jpembroke

It's hard to single out a single post from James Pembroke's blog, so I'm picking the whole thing as my blog of the year. His tenacity on his mission to wake our profession up to the benefits of data downsizing is simply refreshing.

I've had lightbulb moments reading his posts. In fact, they have given me the confidence to preen and prune my own overgrown and unwieldy assessment system. The idea that we need to re-imagine the audience and purpose for our data is profound. We don't need to be bogged down in the quagmire of spreadsheets. Instead, it's about being assessment-light, data-lean and erudite about what our school context needs.

Data minimalism is certainly an art, and I know many other leaders who, like me, would like to thank Pembroke for helping us paint a new picture.

BLOGS: YEARLY ROUNDUP

This summer we asked our blog reviewers to tell us about their most memorable blogpost of the school year. Here's their pick.



JON HUTCHINSON, ASSISTANT HEAD, REACH ACADEMY FELTHAM AND VISITING FELLOW, AMBITION INSTITUTE

@JON_HUTCHINSON_



GERRY ROBINSON, EXECUTIVE HEADTEACHER, HARINGEY LEARNING PARTNERSHIP

@GERRYROBINSON



MELISSA JANE, CLASS TEACHER, CASTLE SCHOOL, CAMBRIDGE

@MELJANESEN



MARY HIND-PORTLEY, ASSISTANT SUBJECT LEADER (ENGLISH), HILLSIDE HIGH SCHOOL, BOOTLE

@LIT_LIVERBIRD

Most memorable blog posts of 2020-21

Jon Hutchinson

Curriculum Giveaway 2.0

@Suchmo83

I read a lot of blogs on education. Generally speaking, they fall into one of two camps: the practical "here's what I did in my classroom" type, and the more abstract kind that takes us back to first principles, challenges received wisdom, or presents a new vision for education. I love both, but I've tended to find those who excel at one rarely do so at the other.

Christopher Such is a rare combination of both: he talks the walk and walks the talk. In this blog, my favourite of the year (and one of a series – even better!) Such provides a compelling case for a world-class curriculum in primary subjects and also exemplifies this vision with comprehensive and detailed curriculum materials, sharing them all for free. Truly, a scholar and a gentleman.

Gerry Robinson

The three little words no leader should be afraid to say

@DrHeery

Since reviewing Heery's Values in action – where rhetoric meets reality for *Schools Week*, I have spent more time reading Dr Heery's blog. It has become a firm favourite, and among many great entries, this post has particularly stood out. In it, Heery challenges the image of a great leader as an omniscient being who is never fazed by whatever problems, however complex, are thrown their way. There is power, he argues, in three very simple, yet terrifying words: "I don't know". These may feel like a confession or admission of ineptitude, but that should not be the case. So long as they are followed up with a genuine desire to learn and seek the expertise of the team around you, then "I don't know" is the first step to growing as an authentic, better-informed and more effective leader.

Melissa Jane

I am more than my survival

@1JamalKhan

A year of upheaval has prompted many of us to consider what "going back to normal" might look like, and whether we want the old normal back at all. One important area of reflection has been the practice of permanent exclusion, which was cast in a new light by our collective experience of isolation in lockdown.

Arguments continue between teachers, but I have found students' perspectives the most illuminating. This blog by Jamal Khan, who has experienced permanent exclusion and incarceration, remains so powerful to read. There is a great deal for teachers to take away from it, not least the author's impassioned case for "the transformative power that writing brings", as a tool for both personal healing and lasting social change.

Mary Hind-Portley

Difficult conversations are better conversations

@saysmiss

Of many helpful and constructive posts Kat Howard has written this year, this one has proved most insightful for me. Here, she explores the significance of conversation in schools, which is often taken for granted. She acknowledges that conversations can be challenging, and explains why we should spend time developing our skills for handling them.

In schools, she says, "our most personal or professionally valued conversations are rushed episodes... a far cry from the open-plan office and the sometimes daily catch-ups of the corporate world". But they are crucial to developing a strong and supportive school culture with honesty at its core. "It's not simply more efficient to work better with others: it makes us want to come to work every day." Hear, hear, Miss Howard!

CLICK ON REVIEWS TO VIEW BLOGS +

Research

Every edition of *Schools Week* closes with an insight into new education research. Here are just five of the 35 we've published this academic year that we think will grow more relevant in the coming months

5 research insights we loved this year

JL Dutaut, commissioning editor, *Schools Week*

Are exams really the only option?

Cat Scutt, director of education and research, Chartered College of Teaching

Always ready with a perfectly timed evidence-based intervention, Cat Scutt offered a piece on exams and teacher assessment back when this year's exams were still definitely, definitely going ahead.

And if Scutt is consistent about anything more than relevance, it's relentlessly focusing on teacher empowerment. Recapping all the arguments for exams, she went on to argue that a mixed system could be made to work, but warned that "moving to teacher assessment [...] could damage the relationship between schools, pupils and parents."

When exams were cancelled, boards produced exam-lite materials. We'll soon find out whether that was enough to protect that important relationship.

What do we know about the hidden lives of learners?

Harry Fletcher-Wood, associate dean, Ambition Institute

In a touching tribute to the late Professor Graham Nuthall, Harry Fletcher-Wood reviewed the key insights that emanated from his lifetime's work researching the hidden lives of learners.

With so much focus on cognitive science of late, Nuthall's appreciation for the complexity of the learning process offers a counter-balance to some of the shortcuts teachers are often presented with. "We must look beyond rituals," Fletcher-Wood concludes, "learning what students



are really thinking and what they have understood if we are to help them."

So keen was Nuthall to avoid oversimplification that he was still working on his opus when he passed away. It's comforting to know others are picking up the baton.

Have changing attitudes made masks this season's must-have?

Laura McNerney, co-founder, Teacher Tapp

"One day historians will look back on this period with the same sense of wonder with which we look back at WWII gas masks," wrote Laura McNerney, setting the context in our first edition of the academic year.

Charting teachers' changing attitudes to mask-wearing in schools over the first nine months of Covid disruption, she found that by September "a small majority of teachers thought the benefits of masks outweighed the disbenefits".

With mask-wearing mooted to become optional nationally in a few weeks' time and infection rates in schools reportedly soaring, we look forward to Teacher Tapp's ongoing sounding of teachers' evolving relationship with them. In the meantime, we can reflect with McNerney that, indeed, "dystopia is not what it once was".

What does good online teaching and learning look like?

Jon Eaton, director, Kingsbridge Research School

The Education Endowment Foundation's Research Schools Network has provided a host of insights straight from the classroom this year, but none has been a more honest reflection on implementation than this, by Jon Eaton.

Looking back on an early foray into online teaching by means of a pre-recorded lesson on Othello, Eaton's self-assessment borrows Iago's mocking words: "mere prattle without practice". He goes on to turn that self-criticism into a teachable moment, drawing



on the EEF's home-learning planning framework.

But perhaps the most powerful insight here is Eaton's acknowledgment of his real reason for avoiding live lessons: "fear of live public failure". Live lessons would go on to become the norm, and it can only have been a reassurance to others to know they weren't alone in that.

The future may yet hold more closures – but the tools and the confidence to deal with them have been greatly helped by the kind of professionalism evident here.

Is a return to normality what Year 6 pupils need?

Alice Bradbury, associate professor, UCL Institute of Education

With the cancellation of SATs for a second year running, Alice Bradbury revealed pre-pandemic research on the tests' divisive effects. Headteacher interviews and surveys showed they caused a variety of 'dividing practices' to take place – practices "they don't want to do, but feel they have to, because the tests are so important".

No doubt research will reveal the effects of the cancellation on year 6 teachers and pupils – and its repercussions on year 7 and beyond. Meanwhile, we don't yet know whether or how they will go ahead next year, but one thing is clear: reform could easily negate some of the perverse incentives they create.

Diversity count

Are we showing the profession all that it can be?

JL DUTAUT

@DUTAUT

As Schools Week's commissioning editor, I take seriously my duty to ensure the paper's features are representative of the profession as a whole. After some pleasing success in my first year in post, with increases in the representation of women and ethnic minorities across the piece, my second year has been more challenging. One increase this year is particularly encouraging, but a couple of declines need rectifying in the coming months. Other good numbers have remained good – but like the profession we inform, we aim for outstanding.

Across the 35 editions since our last audit in July 2020, 103 faces have appeared on our front pages. Of those, 42 per cent have been female, down 2 percentage points on last year. Regular appearances by Gavin Williamson and Boris Johnson throughout the pandemic may explain some of that, but when women make up 74 per cent of the teaching population and 66 per cent of all headteachers, we still have a long way to go to represent them.

Things look better for our expert contributors; 57 per cent of them this year have been female. But that number has flatlined since last year, and it is still some nine per cent short of representing our core readership. Meanwhile, our lead features have focused on women less this year. We find ourselves down nine percentage points, having featured 22 women out of 50 interviewees.

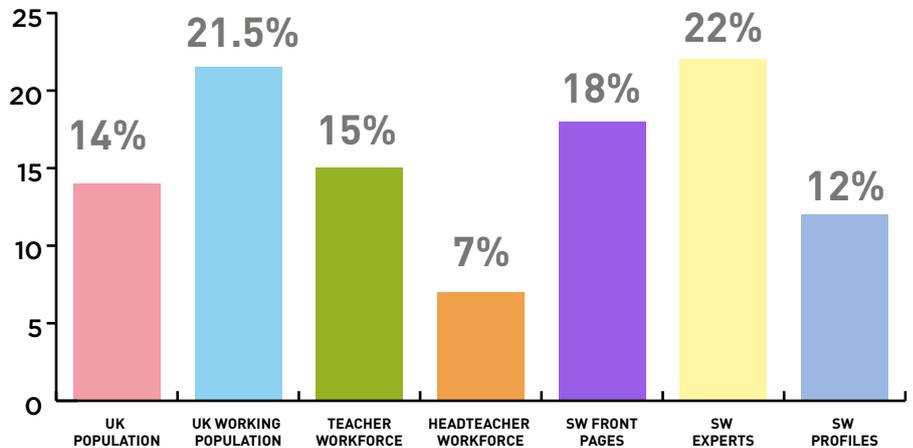
Overall then, there's still work to do to ensure women are represented not just equally but fairly in our pages.

When it comes to the representation of ethnic minorities, the number of opinion pieces by BAME contributors has doubled in 2020/21 to 22 per cent. And it's a proportion of a much larger number too. Last year, there were 12 BAME contributors from a total of 109 expert pieces. This year, it's 57 of 258.

BAME faces make up 19 per cent of all those shown on our front pages – four points above ethnic minority representation in the teaching workforce, and 12 above their representation among headteachers.

Meanwhile, our profiles and investigative features have focused on BAME system leaders 12 per cent of the time. That's five points higher than BAME representation in headteacher positions, but three short of their contribution to the teaching profession as a whole and nearly ten short of their contribution to the

BAME REPRESENTATION IN SCHOOLS WEEK 2020-21 COMPARED TO POPULATION DATA



national workforce. So we are exceeding fair representation by most measures, but we aim to do more still.

When it comes to content, we've talked a lot about race with regards to attainment, curriculum and the impacts of the pandemic. A recurring message is that people can't be what they can't see, so we hold ourselves accountable for showing them.

We encounter resistance, much of it understandable. It takes bravery to step into the journalistic spotlight, and when you've spent your career overcoming barriers, putting your head above the parapet is naturally a daunting prospect.

The same is true for women, who we know still face unacceptable challenges to fair and equal

treatment. Ofsted's review of sexual harassment in schools shows at what a young age these barriers begin to manifest.

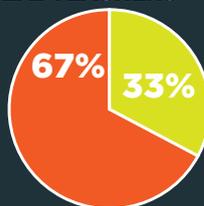
We will continue to break down some of these barriers by normalising discussion about subjects that still garner stigma.

This week, we are focusing on women in the workforce. We are talking about menopause and maternity leave. We've talked and will continue to talk about racism, sexism, homophobia and ableism, and to tackle the issues that matter to every under-represented group without fear or favour.

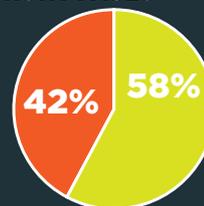
Because normalising these discussions is an important step in ensuring fair representation doesn't rely on the bravery of those who have faced the toughest challenges.

GENDER

HEADTEACHERS



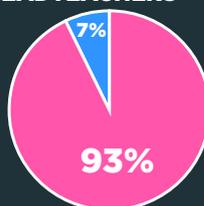
FRONT PAGES



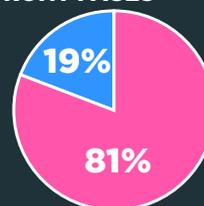
● FEMALE ● MALE

WHITE/BAME

HEADTEACHERS



FRONT PAGES



● WHITE ● BAME

10 | you probably wouldn't know if *Schools Week* hadn't told you

1 OAK ACADEMY BOSSES' BID FOR £41M PAYDAY

Managers of the online school, given government cash to set up at the start of the pandemic, wanted to turn it into a private company. Founders would have bagged a £41m windfall under foiled plans to sell the firm for £100m a few years down the road.

2 DFE DID KNOW ABOUT KENT VARIANT BEFORE LEGAL ACTION

Department for Education permanent secretary Susan Acland-Hood told MPs she didn't know about the new Kent variant before issuing legal action against a council to keep its schools open. Williamson said the same. But after *Schools Week* revealed they did know, Acland-Hood had to apologise for the mistake.

3 NO EXAMS - BUT BOARDS STILL RAISE FEES

Despite no exams going ahead this year, we revealed exam boards still hiked their fees. After our investigation, exam boards gave schools leeway on the payments - and have all vowed to hand back any savings.

4 WILLIAMSON ALLY GOT DFE JOB WITHOUT COMPETITION

Nick Timothy, Theresa May's former chief of staff, landed a key Department for Education board role without any competition. Documents obtained by *Schools Week* show the appointment was also rushed through at the behest of education secretary Gavin Williamson, a close ally of Timothy.

5 £50M FOR EXPANSION, BUT SOME GRAMMARS GET LESS INCLUSIVE

Government handed grammar schools £50 million to expand - but only if they improve access for poorer pupils. But our investigation found just 77 additional pupil premium places across the 16 schools that got cash, a cost of £630,000 per disadvantaged pupil. The proportion of poor pupils actually dropped at five of the schools.

6 NO EVIDENCE FOR MINISTER'S SCHOOL DINNERS CLAIM

Government minister Nadhim Zahawi provoked anger when he claimed research showed parents "actually prefer to pay a modest sum" for school meals. His comments came as government was under pressure to provide free meals over school holidays at the height of the pandemic. But there was actually no evidence to back up the comments.

7 DFE KNEW SCALE OF RESULT DOWNGRADES BEFORE 2020 EXAMS FIASCO

Emails we obtained after a six-month freedom of information request battle showed the Department for Education did know the full scale of the 2020 exam issues before results day. It exposed education secretary Gavin Williamson's claims he was unaware of any problems until after grades were issued.

8 RAPE CULTURE WEBSITE STOPS NAMING SCHOOLS

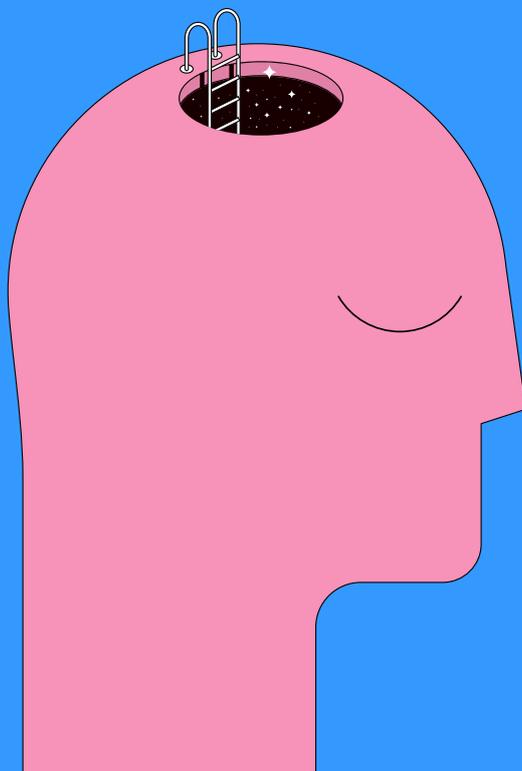
The sex abuse testimony on the Everyone's Invited website sent shockwaves through the schools system. While the initial reports focused on abuse at private schools, *Schools Week* was the first to reveal that 50 state schools had been named, too.

9 SCHOOLS EXPECTED TO PAY 90% OF TUTORING COSTS WITHIN 3 YEARS

The government plans to "taper" subsidies for its National Tutoring Programme, meaning schools will pay nearly all of the costs for sessions within three years. This was one of many scoops across the year on the flagship tutoring scheme.

10 NO TABLET? BALANCE YOUR PHONE ON SOME CANS, SAYS ELITE UNI

The University of Cambridge told students unable to access a tablet for its online admissions interview to instead balance their phone on top of tin cans. One head said our story, picked up by national newspapers, was "one of the most overt barriers to access I've ever seen".



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Favourite front pages

EDITION 222: SEPTEMBER 11, 2020

We contrasted the nonsense of prime minister Boris Johnson's fanciful £100bn 'Operation Moonshot' promises with the reality of teachers and pupils unable to return to school because they couldn't get a test.

EDITION 245: MARCH 26, 2021

A stark image was used to show the severity of school sex abuse allegations. Our investigation involved combing through hundreds of pupil testimonies on the Everyone's Invited website as well as speaking to several headteachers.

EDITION 226: OCTOBER 9, 2020

Schools Week has been banging on about the government dragging its feet on new fire safety measures for years. We were given a devastating reminder of why delays to new rules in schools are disgraceful.

EDITION 253: JUNE 11, 2021

We embraced our inner Austin Powers to display the chaos of the government's catch-up plans: with ministers getting their facts wrong, dodging questions and saving money despite promising investment.

EDITION 236: JANUARY 15, 2021

We went a bit left-field with a cartoon strip to show how Gavin Williamson lied about when he knew about the new Kent variant of Covid that was starting to rip through communities late last year (and before he sued schools for closing).

EDITION 255: JUNE 25, 2021

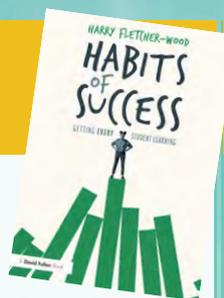
It's not often you can put a fiery phoenix on the front page – so we couldn't turn down the opportunity after a report proposed 'phoenix' free schools to revive the policy. (Unfortunately, there was no space for Dumbledore).

Books set to make a splash in 2021/22

JL Dutaut selects some exciting prospects from education titles due to be released in summer and beyond

Habits of Success: Getting Every Student Learning

Harry Fletcher-Wood (August 2021)
Routledge



A regular contributor to our research feature, Ambition Institute's Harry Fletcher-Wood is a methodical thinker and clear communicator about all topics educational. Here, he sets out in long form to support teachers to use behavioural science techniques to increase motivation and improve behaviour.

The book takes readers through a process to transform learning habits from choosing what change to prioritise to ensuring students keep going -and all the steps in between. With workshops, checklists and real-life examples, it promises to be a valuable resource for new and experienced teachers alike.

Culture Rules: Creating Schools Where Children Want to Learn and Adults Want to Work

Jo Facer (November 2021)
Routledge

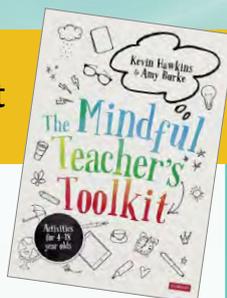


Always original and insightful, and seldom uncontroversial, Ark John Keats Academy principal Jo Facer follows her first book, *Simplicity Rules*, with an exploration of school culture. Mindful that there is no single correct school culture, she draws on her personal journey to leadership and lessons learned from top-performing schools to suggest practical and sustainable ideas

for short- and long-term change. Taking in the different factors that affect a school's culture and mindful of workload, behaviour, marking and professional development throughout, *Culture Rules* includes a host of impactful case studies and promises to be essential reading for primary and secondary leaders.

The Mindful Teacher's Toolkit

Kevin Hawkins and Amy Burke (September 2021)
SAGE Publishing

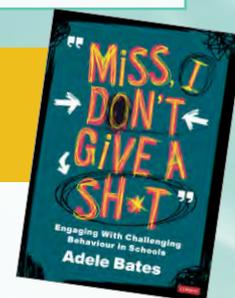


As we look forward to a year with less Covid disruption and the road to recovery begins in earnest, creating calm and conducive environments that prioritise children's wellbeing is likely to be top of the agenda. Enter *The Mindful Teacher's Toolkit*, a timely book full of ideas for how to integrate mindful practices into your teaching.

to work with children and young people from age four to 18 and in specific subject areas, Hawkins and Burke set out whole-school approaches to mindful practice in a book designed to be accessible to all and adaptable for all. A tall order, but one we're sure will be gladly received by many.

Miss, I Don't Give a Sh*t: Engaging with challenging behaviour in schools

Adele Bates (September 2021)
SAGE Publishing



With many students out of the habits of learning set by regular school attendance, trying to re-instil these may indeed garner the response that gives Adele Bates's book its title. *Miss, I Don't Give a Sh*t* promises to be a down-to-earth book full of practical approaches, strategies and tips from the classroom on how to help pupils with behavioural needs thrive with their education.

With a focus on implementation and impact for the short- and long-term, on a range of objectives from relationship building and teaching self-regulation to fostering inclusivity and minding your own self-care, Adele Bates offers to unpick some of the most difficult aspects of being a teacher with no-nonsense support to build (or re-build) confident classroom professionals.

Huh. Curriculum conversations between subject and senior leaders

Mary Myatt and John Tomsett (September 2021)
John Catt Educational

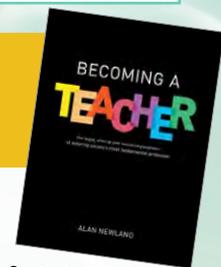


Huh. That may very well be Myatt or Tomsett's reaction to some of the outlandish ideas proposed about curriculum, but the title of the book is actually a reference to the Egyptian god of endlessness, symbolising the ongoing nature of curriculum development. Tackling the common experience of a mismatch between the

priorities of senior leaders and those they line manage, this book sets out to look at each national curriculum subject through discussion with subject leaders to provide insight into their curricular aims. Senior leaders may 'huh' at some of the answers, but that's the first step on an important learning journey.

Becoming A Teacher. The Legal, Ethical And Moral Implications Of Entering Society's Most Fundamental Profession

Alan Newland (August 2021)
Crown House Publishing



With the September launch of a new Early Career Framework that many schools are still unfamiliar with, as well as many other reforms to initial teacher training, this book couldn't be better timed.

Targeting trainees and NQTs as well as tutors, mentors, trainers and CPD providers, *Becoming A Teacher* is designed to be an accessible course reader and covers all the compulsory

aspects of the ITT Core Content Framework for all qualified teacher status (QTS) courses and Early Career Framework CPD.

With illustrative scenarios, exemplar strategies and practical resources drawing on Newland's extensive experience, the book's aim is to firmly place teachers' practice in a broader social and moral context.

Books set to make a splash in 2021/22

JL Dutaut selects some exciting prospects from education titles due to be released this summer and beyond

The Four Pillars of Parental Engagement. Empowering Schools To Connect Better With Parents And Pupils



Justin Robbins and Karen Dempster (August 2021)

Crown House Publishing

What does or should parental engagement look like in a new world of online parents' evenings? It seems there's no going back on that at least, and in this book, Robbins and Dempster examine the challenge through their four-pillar model of knowledge, environment, culture and communication. Rather than setting

parental engagement as a separate activity, they consider it as a planned, sustained and integral part of a whole-school approach to everything from vision and values to students' learning. Providing a toolkit of tried-and-tested approaches, it could be central to shaping the recovery.

Organise Ideas: Thinking by Hand, Extending the Mind



Oliver Caviglioli and David Goodwin (September 2021)

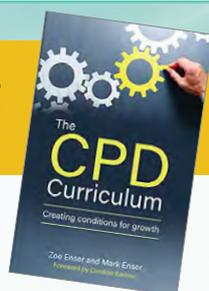
John Catt Educational

Education's own graphic communication virtuoso Oliver Caviglioli is back, this time pairing up with geography teacher, head of year and knowledge organiser extraordinaire David Goodwin.

Together, they have devised this guide for teachers to master for themselves the skills required to create not just

knowledge organisers but graphic organisers. With examples from real teachers covering the full age range and span of subjects, *Organise Ideas* also links this tool with other teaching strategies for maximum impact. The noble teaching resource looks likely to get quite the facelift.

The CPD curriculum: Creating the conditions for growth



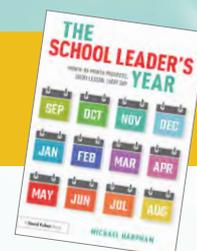
Zoe and Mark Enser (July 2021)

SAGE Publishing

Out this week but sadly too late for a *Schools Week* review this term comes this book by edu-celebrity power couple Zoe and Mark Enser. Teaming up for the first time, their ambitious goal is to put right teachers' often lacklustre professional development. Split into three familiar parts – intent, implementation and impact – the book approaches CPD as a genuine

curriculum in its own right. Covering coaching and mentoring, subject-specific CPD, self-efficacy, delivery methods and quality of materials among other topics – and full of expert and practical guidance – it could be a massive contribution towards a CPD that truly lives up to its name.

The School Leader's Year. Month-by-Month Progress, Every Lesson, Every Day



Michael Harpham (October 2021)

Routledge

It's a title that immediately makes you wonder why this book wasn't written before. No training could possibly hope to impart the full extent of the demands on a school leader over the course of a year. But a book that sets out all the statutory and key leadership activities from admissions, induction, transitions and parents' evenings to coursework, timetabling, assessment and staff

performance into a manageable calendar format to be accessed at will? Well, that could be transformative. Harpham is a former headteacher, so expect a clear, comprehensive, and coherent structure based on experience as well as tips to prioritise time and workload and work as efficiently and effectively as possible.

This Is How We Look When We Lead



Angela Browne (June 2022)

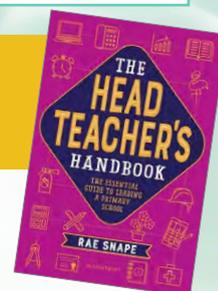
Bloomsbury

Bringing together the voices of 30 female educators, Angela Browne's follow-up to her acclaimed *Lighting the Way: The Case for Ethical Leadership in Schools* explores what it means to be a woman in education today.

Part practical guidance, part honest advice and part opportunity for reflection, *This Is How We Look When We Lead* aims to shed light on shared

experiences and encourages readers to build their confidence, surmount barriers, overcome prejudice and ultimately be successful in their teaching careers.

The Headteacher's Handbook: The essential guide to leading a primary school



Rae Snape (August 2021)

Bloomsbury

Written by headteacher and Cambridge Festival of Education organiser Rae Snape, this book aims to be a manual for understanding the primary headteacher's role as an instructional coach and community leader.

With her inimitable energy and compassion, Snape presents invaluable advice, models, research, motivational quotes and self-reflection questions

on a wealth of topics from developing and communicating your school's vision to handling an Ofsted inspection, leaving little out in between. With examples from her own experiences as well as contributions from a host of influential school leaders today, it's likely to be a beacon of positivity.

WEEK IN WESTMINSTER

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

MONDAY

Is it an abacus? No, no, dear reader, as we all learned in May, it's a Rekenrek. And DfE has now awarded its contract for thousands of them to be given to schools to help with a maths catch-up programme.

Officials have handed out £498,465 to ESPO - a public sector owned professional buying organisation - to supply 181,260 of the devices to 3,000 schools.

And there could be more to come but the procurement route is yet to be finalised... Rekenreks galore!

TUESDAY

In responding to questioning from shadow education secretary Kate Green about the government's lifting of Covid controls in schools earlier this week, education secretary Gavin Williamson couldn't resist sticking the Brexit boot in.

"The hon. Lady seems to have missed what is probably the biggest thing that has changed over the past few months," he told MPs.

"I appreciate that she is probably wedded to the European Union vaccine programme, and probably feels a sense of disappointment that this country decided to go out on its own and procure our vaccines, but the biggest difference is that in this country we have seen over 80 million vaccines already delivered into people's arms, giving them more protection."



Of course, Williamson has every right to be smug, given he voted to leave the European Uni...oh no wait, he actually voted remain, but has since hardened his stance to be more in keeping with that of the government he serves! Principles, who needs em?!

WEDNESDAY

It's unclear whether the government has truly learned all the necessary lessons from last year's exams fiasco. For example, we're still waiting for contingency plans for 2022, despite promises to keep the sector appraised in a timely manner.

But ministers seem to have learned one lesson - that they need a much more robust communications operation in place.

Not only has Ofqual been fleshing out its comms team recently, but the Department for Education itself is looking for a media officer to lead its "exams and qualification portfolio".

Applicants will need to demonstrate they are "imaginative, intellectually curious and politically savvy" to "help us tell the public and media about our work on exams and qualifications". The successful applicant will be paid up to £40,000 a year but would-be bidders will have to hurry - they only have until July 25 to apply!

THURSDAY

Avid readers will remember our front page story last month on Devon County Council handing out £10 per school employee to thank them for their work during the pandemic.

Well if you thought that was generous, district councillors in St Alban's have come up with a similar plan.

But instead of giving schools cash to treat their staff, Conservative councillors are suggesting other perks for critical workers in the borough.

They have proposed waiving the 2021/22 green waste charge, or allowing a 50 per cent discount on any season parking permits for critical workers during the pandemic.

Alongside thanking those who have had a tough time over the last 18 months, the councillors also hope it will "encourage increased use of our car parks and thus increased footfall for our local high streets who are widely forecast to struggle post-covid".

So if you're a teacher or other critical worker, you may be in for a treat (as long as you drive, or don't live in a flat).



Want to be leader of a dynamic educational team? Keen to work in an enthusiastic and progressive environment? Then read on....

St James and Emmanuel Academy Trust, one of South Manchester's finest Church of England Multi-Academy Trusts will be seeking to appoint a Chief Executive Officer from the 2022-2023 academic year, and expand the Trust's remit.

The present four-primary school Trust, can trace its roots back over 400 years. It was initially based on an 'outstanding', over-subscribed faith-based school, which became the main sponsor school for the Trust. Our Trust was formed as a result of opening a new free school to provide more high quality, distinctive Church of England school places in the local area. Since then our Trust has sponsored two other local Church of England schools who received academy directives. We have successfully taken one to a 'good' judgement and are on the

journey to do this with the most recent school to join our Trust, and now seeking to develop and grow our Trust.

Our current Executive Headteacher will retire at the end of the 2021-22 academic year and an exciting opportunity to lead this Trust into the future has become available.

Further details to be revealed in the upcoming official posting on 1st September 2021. Set a reminder for this and watch this space!

You can register your interest in this post by contacting Matt Whitehead at matt.whitehead@didsbury-pri.manchester.sch.uk



THE TALENT FOUNDRY ARE RECRUITING!

Do you want to join a small, dynamic and enthusiastic team seeking to level the playing field of opportunity and boost social mobility across the country?

The Talent Foundry is an independent education charity dedicated to opening the doors of opportunity to young people across the UK. We seek to level the playing field by ensuring that every child has access to the same opportunities as their peers. We deliver a range of workshops to students in schools across the country, covering a variety of themes including employability, technology, engineering and media.

Freelance Facilitators: We are looking for motivated and inspiring individuals to deliver dynamic, exciting, and innovative workshops to large groups of young people in schools up and down the country (largely focused in England).

This position requires you to have demonstrable evidence of experience delivering workshops to large groups of young people (11-18) in a schools-based context.

Programme Manager: We are seeking a dynamic and enthusiastic Programme Manager who is passionate about addressing educational disadvantage and ensuring every child gets a fair shot at achieving their best.

We are an agile, fast-moving team, and you'll enjoy autonomy in your role, as well as the opportunity to expand your knowledge and experience of both the education sector and the corporate world.

Working closely with a tight-knit core team, as well as a range of corporate partners, you will have the opportunity to help shape the programmes that we offer to the schools in our network, making a real difference to disadvantaged young people across the country.

For further details and application documents please visit CharityJob.co.uk and search The Talent Foundry.



A new role to assist the Director of Understanding Humanism in the development and growth of Humanists UK's education services, increasing their impact, and raising awareness of understanding of humanism, particularly in schools.

You'll have a passion for humanism and for education. We're looking for an excellent communicator able to develop relationships with existing and new stakeholders. Excellent planning and organisation skills and a capacity to develop new ideas for growth and development will be combined with an eagerness to learn new skills.

We are particularly keen to see applications from women, black, and minority ethnic candidates, as they are currently under-represented in our organisation.

For further information please visit the 'work with us' page of our website at humanists.uk and download the application pack. To apply please complete the application form downloadable on the same page. Please note we do not accept cv's or cover letters. To discuss this role please email luke@humanism.org.uk.

The closing date for applications is **Monday 26 July at 09:00.**

HEAD OF NATIONAL LEADERS OF GOVERNANCE SUPPORT (NLG)



SALARY: £40,000 - £49,000 PER ANNUM

FULL-TIME FIXED TWO YEAR CONTRACT WITH POTENTIAL TO EXTEND INTO 2025 (JOB SHARE APPLICATIONS WELCOME)

AGILE HOME WORKING WITH OCCASIONAL TRAVEL TO OUR NGA OFFICES IN BIRMINGHAM

CLOSING DATE: MONDAY 9TH AUGUST 2021 AT 12:00 NOON



This exciting Head of NLG position has been created at the National Governance Association (NGA) at a critical time. Governance has risen on the political and school improvement agendas and this newly won tender, from the Department for Education, to deliver support to schools and trusts where it is most needed provides more opportunities for NGA to deliver our charitable objectives.

NGA is the only national membership organisation for state school governors, trustees and governance professionals in England. We work to improve the effectiveness of boards in maintained schools and academies. The charity is the first port of call for many policy makers in the education sector who wish to understand the governor and trustee view. We pride ourselves on our expertise and the quality of our products and services. Alongside our memberships, NGA offers comprehensive professional development services, e-learning and consultancy.

We are looking for a knowledgeable and experienced individual to join our Professional Development Team as we are now able to offer Department for Education funded external reviews of governance to support those schools and trusts who need it most. The Head of NLG will liaise with Regional Delivery Directorates, Local Authorities and Dioceses to identify eligible settings, and oversee the effective matching, delivery, reviews and recommendations made through the new NLG support service. Managing a small internal team and at least fifty NLGs with a wide variety of expertise, they will ensure key objectives are met and that the service contributes to improved governance and therefore better outcomes for pupils.

This will be a challenging role where governance expertise in both maintained schools and trusts will be key alongside excellent networks and interpersonal skills with strength in project management and leadership.

For further information or to apply please visit: www.nga.org.uk/workforum



Chief Executive Officer

Mater Christi Multi-Academy Trust

Salary: circa £110k

In faithfulness to Christ's command: "Go out to the whole world and proclaim the Good News!" [Mark 16:5]

In partnership with the Diocese of Lancaster, Mater Christi Multi-Academy Trust wish to appoint a Chief Executive Officer for our new and expanding Multi-Academy Trust.

The Trust will initially comprise eight Academies, St Joseph's Catholic High School in Workington, St Bernard's Catholic High School and Sacred Heart Catholic Primary School in Barrow, St Margaret Mary's Catholic Primary School and St Cuthbert's Catholic Primary School in Carlisle, Dean Gibson Catholic Primary School in Kendal, St Cuthbert's Catholic Primary School in Windermere and St Joseph's Catholic Primary School in Lancaster.

Since the Bishop of Lancaster, Bishop Paul Swarbrick, intends that all diocesan schools join Catholic Multi-Academy Trusts, following his wishes we will develop the MAT to embrace all the Catholic schools of the north of the Diocese.

The role offers an exciting, career-defining, opportunity for an outstanding, visionary Catholic leader. We seek to appoint a Catholic person of authentic faith, who will lead our Trust by example and with wisdom.

We are looking for a dynamic and innovative individual who will provide the strategic direction and educational leadership needed in shaping the future of our newly formed multi-academy trust.

The successful candidate will:

- be a **practising Catholic**;
- be an inspirational and credible Catholic leader;
- have proven leadership and management skills within diverse and complex organisations;
- have an excellent understanding of the education sector;
- have a proven successful track record of raising educational standards.

For an initial informal conversation (in complete confidence) please contact Father Ruscillo, Chair of the Board of Trustees on fr.ruscillo@carlislecatholicchurch.org. Alternatively, please contact Emma Duffy to request an application pack by email emma.duffy@avec-partnership.com or by phone 07585 919241.

Closing Date: Noon 23 July 2021

Interview Date: w/c 13 September 2021

The safety and wellbeing of children and young people is central to our ethos and we expect staff and volunteers to share this commitment. Applicants will be required to supply three references, including a Faith Reference and undertake an enhanced Disclosure and Barring Service (DBS) check and Section 128 Barring check to comply with the Safeguarding and Child Protection policies of the Trust.

Chief Executive Officer

Salary: L28-L35 (£79,748 – £94,669)

Start Date: from January 2022 or earlier if possible



The Skylark Partnership (TSP) is seeking to appoint an exceptional leader, with a strong track record of school improvement, in a setting that includes SEND and/or alternative provision, to join us as our new Chief Executive Officer (CEO). We currently have two medical alternative provision academies in our Trust, Hospital and Outreach Education AP Academy in Northamptonshire and the Cherry Tree Learning Centre in Dudley, rated outstanding and good respectively by Ofsted, prior to conversion.

We are very aspirational for our young people and do not allow their medical or mental health difficulties to limit their potential. We are passionate about making a difference to them and their families, giving hope for the future. We are keen to grow the Trust and encourage other alternative provisions for young people with medical needs to join us.

Our Trust is defined by our core values of resilience, respect, co-operation, compassion, honesty, trust, and hope, along with our ethical leadership. This is a rare leadership opportunity for someone to make their mark and contribute to ensuring that TSP continues as an educational influencer both regionally and nationally.

As an experienced professional, you will be able to demonstrate strategic leadership and excellent people management skills. You will lead and promote the Trust and be a driving force for innovation. You will be able to demonstrate extensive staff development experience and expertise. Most importantly, you will have a passion for education for young people with medical needs, ensuring that they have equal rights to and in line with their peers. You will need the determination to make a positive difference and commitment to continuous improvement across the Trust.

As an exceptional leader, you will be able to deliver and lead on the TSP vision and strategy. You will have the support of a committed Trust Board for your own professional development which will include mentoring and induction. You will be leading a passionate team of senior leaders across both academies to secure the best outcomes for our young people.

You will be an excellent ambassador with a proven ability to form productive partnerships, particularly with health colleagues that support the long-term future of our highly ambitious MAT. We are looking for an outstanding individual to lead us into the next phase of our development. Emphasis on staff wellbeing is an integral part of our culture and we provide a highly supportive working environment.

If you are inspired by what you read in this pack, Trustees would encourage you to arrange an informal and confidential virtual meeting to discuss the post in more detail with the Chair, Frances Jones, prior to applying.

This appointment is supported by ASCL's Leadership Appointment Service. If you feel this opportunity is for you, please contact Bal at ASCL Leadership Appointment Service on 07492 353368 or email Bal.Kaur-Pierpoint@ascl.org.uk for further information. To arrange an informal and confidential conversation / virtual meeting about this post with Frances, please contact Bal.

Please email your completed application form to s.valentine-swallow@skylarkpartnershiptrust.co.uk.

Closing date for applications is: Monday 12th July at 12 noon

Shortlisting will take place on: Monday 12th July

Interviews will be held over three days between 13th – 16th July. Days 1 and 2 will be remote



Academy Business Director

Pay range Point 6, 45 to 49 (£50,826 to £55,017)

We are seeking a committed and experienced individual to work as part of a dedicated Senior Leadership Team to ensure that the school can fully embed its aspirational vision for all. If your values are to be driven and are passionate about promoting the highest standards of business ethos, compliance and effective use of resources in all administrative functions, please get in touch. The successful candidate will need to be a problem solver who, in the role of Academy Business Director, will be first point of contact for operational aspects of the school.

Applicants must complete the enclosed Anthem application form to be considered for the role and email this to HR@stmarks.anthemtrust.uk.

The closing date for applications is Monday 12th July at 13:00pm. Interviews for shortlisted candidates will be held on Monday 19th July.

EDU WEEK JOBS

SCHOOLS WEEK

SUMMER SALE

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£2250**

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- ◆ Unlimited Featured Listings
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- ◆ 50% off Classified Adverts

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GOLD

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

**£5000
£4000**

Offers available until Friday 9th July 2021

[Click here to get in touch](#)



The 12th annual

FESTIVAL OF EDUCATION

at Wellington College | 7-8 July 2022

SAVE THE DATE!

The Festival will return to its home in 2022.

Join us at **Wellington College**

for the 12th Festival of Education.

More information and tickets will be released at noon on **Monday 6 September**.

[EDUCATIONFEST.CO.UK](https://www.educationfest.co.uk) | [#EDUCATIONFEST](https://twitter.com/educationfest)

