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EXCLUSIVE: p4



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P6



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ELECTION 2017

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ELECTION WATCH

NEARLY A QUARTER OF SCHOOLS DISRUPTED BY ELECTION

FREDDIE WHITTAKER

@FCDWHITTAKER

One in five of England's schools experienced disruption or closure yesterday as the country went to the polls for the snap general election.

Research by *Schools Week* has found that 22.6 per cent of schools were used as polling stations, with hundreds having to close completely to help the voting process.

For many schools, it was the second time in just over a month they were disrupted by an election. Large numbers of schools were also used as polling stations for council and mayoral elections on May 4.

Of the 7,894 schools in the 75 areas whose councils provided data, 1,784 were due to be used as polling stations yesterday. Of those, 189 faced definite closure but a lack of data on planned closures means the actual number is likely to have been much higher. Heads decide whether their school should close, and they don't have to tell their local authority if they do.

This represents a slight increase on 2015, when *Schools Week* found that one in six schools fell silent on polling day.

The research also revealed that although many councils are attempting to phase out the use of schools as polling stations, they have been largely unable to do so in time for this election.

In the London borough of Kensington and Chelsea, 17 of the area's 32 schools were used as polling stations.

A spokesperson for the borough said it was "up to the individual schools whether they close for the day or remain open", and explained that some had separate entrances which enabled them to remain open.

In Nottingham, just one of the city's 89 schools was due to close on election day.

Two were used in 2015.

The council says it has sought in recent



years to "reduce or remove the use of schools as polling stations so that pupils do not have their education disrupted".

In Hackney in east London, 14 of the borough's 73 schools were used as polling stations, and of those, eight were closed.

Tim Shields, the area's returning officer, said Hackney tried to avoid using schools where possible and did not require them to close where they were closed.

"We offer to provide schools with fencing and any other equipment that could allow them to stay open."

Shields added that, before the snap election was called, the council had been

in the process of reviewing its polling stations "with a view to finding suitable alternatives to schools", but had been unable to do so in time for this election.

In East Sussex, just one of the county's 181 schools was due to close.

"We try to avoid using schools as polling stations, where possible, to avoid disruption," a spokesperson said.

The London borough of Sutton also says it is "attempting to move away from using schools". It was due to use 15 of its 55 schools this year, and close three, but hopes that number will decrease in future years.

WHO WON? HERE'S THE CONSEQUENCES EITHER WAY...

- INCREASE OVERALL SCHOOLS BUDGET BY £4 BILLION
- SCRAP UNIVERSAL INFANT FREE SCHOOL MEALS AND FUND BREAKFAST CLUBS
- LIFT THE BAN ON NEW GRAMMAR SCHOOLS
- BAN CREATION OF NEW PLACES IN SCHOOLS RATED LESS THAN 'GOOD' BY OFSTED
- MAKE UNIVERSITIES AND PRIVATE SCHOOLS SPONSOR ACADEMIES OR OPEN FREE SCHOOLS
- EXPECT 75 PER CENT OF PUPILS TO ENTER EBACC SUBJECTS
- CREATE A SINGLE JOBS PORTAL FOR TEACHING STAFF
- MENTAL HEALTH FIRST AID TRAINING FOR TEACHERS
- ENSURE TAS CAN BECOME QUALIFIED TEACHERS THROUGH AN APPRENTICESHIP ROUTE

Education ministers and shadows expect to be re-elected

JUSTINE GREENING

Role:
Education
secretary



Constituency:
Putney

ODDS: 1/25

CLOSEST RIVAL:
Neeraj Patil, Labour, 12/1

Conservatives

ANGELA RAYNER

Role:
Shadow
education
secretary



Constituency:
Ashton-under-
Lyne

ODDS: 1/16

CLOSEST RIVAL:
Jack Rankin, Conservative, 15/2

Labour

NICK GIBB

Role:
Schools
minister



Constituency:
Bognor
Regis and
Littlehampton

ODDS: 1/200

CLOSEST RIVAL:
Alan Butcher, Labour, and Francis Oppler,
Liberal Democrat, both 40/1

Conservatives

MIKE KANE

Role:
Shadow schools
minister



Constituency:
Wythenshawe
and Sale East

ODDS: 1/66

CLOSEST RIVAL:
Fiona Green, Conservative, 12/1

Labour

EDWARD TIMPSON

Role:
Children's
minister



Constituency:
Crewe and
Nantwich

ODDS: 1/25

CLOSEST RIVAL:
Laura Smith, Labour, 10/1

Conservatives

EMMA LEWELL-BUCK

Role:
Shadow
education
minister



Constituency:
South Shields

ODDS: 1/29

CLOSEST RIVAL:
Felicity Buchan, Conservative, 9/1

Labour

SARAH OLNEY

Role:
Lib Dem
education
spokesperson



Constituency:
Richmond Park

ODDS: 5/4

CLOSEST RIVAL:
Zac Goldsmith, Conservatives, 4/7

Liberal
Democrats

NEIL CARMICHAEL

Role:
Chair of the
education
committee



Constituency:
Stroud

ODDS: 1/10

CLOSEST RIVAL:
David Drew, Labour, 11/2

Conservatives

Most of the politicians who had the top education jobs in the last parliament look set to return as MPs, at least according to the latest odds offered by bookies.

Justine Greening, the education secretary, and Angela Rayner, her Labour shadow, were odds-on to win big in their seats of Putney, south London and Ashton-under-Lyne, Greater Manchester, respectively in yesterday's election.

As far as the bookies are concerned, schools minister Nick Gibb was in the safest position, in his staunchly

Conservative coastal seat of Bognor Regis and Littlehampton. He won the seat with a majority of more than 13,000 over UKIP in 2015.

Mike Kane, the shadow schools minister, was also in a robust position in Wythenshawe and Sale East, another Greater Manchester constituency. He won a 10,000+ majority in 2015 and is likely to win big again this time, albeit over a Conservative challenger rather than UKIP, which came second two years ago.

Edward Timpson, the children's minister

and the Conservative candidate for Crewe and Nantwich in Cheshire, and Emma Lewell-Buck, the Labour candidate for South Shields in the north-east, who shadows him in parliament, also both enjoyed fairly decent odds of returning to the Commons.

However, Labour has fought a fierce campaign against Timpson, selecting a former teacher to stand against him, focusing on school funding as a key issue.

Neil Carmichael, the former chair of the education committee, was also defending a 3,000 majority in Stroud, Gloucestershire,

against former teacher David Drew, who was formerly the area's Labour MP from 1997 to 2010 and is a close friend of Jeremy Corbyn. Drew is popular in the town, but Carmichael was still favourite to win the seat for the third time.

The only real potential upset was faced by Sarah Olney, the newly-appointed Liberal Democrat education spokesperson. Olney beat former London mayoral candidate, Zac Goldsmith, in a by-election last year, but Goldsmith was favourite to win the seat back as *Schools Week* went to print.

Labour

- REDUCE INFANT CLASS SIZES TO LESS THAN 30, £21 BILLION FOR NEW BUILDINGS AND MAINTENANCE
- INVEST AN EXTRA £4.8 BILLION IN SCHOOL REVENUE FUNDING
- INTRODUCE FREE SCHOOL MEALS FOR ALL PRIMARY PUPILS
- ABANDON BASELINE TESTS, REVIEW SATS AND THE EBACC
- GIVE TEACHERS MORE SAY IN THE CURRICULUM, AND REDUCE MONITORING AND BUREAUCRACY
- CONSULT ON SABBATICALS, END PUBLIC SECTOR PAY CAP AND REINTRODUCE NATIONAL PAY SETTLEMENTS
- UNDO REQUIREMENT FOR SCHOOLS TO PAY THE APPRENTICESHIP LEVY
- SPEND £90 MILLION TO EXTEND SCHOOL-BASED COUNSELLING SERVICES TO ALL SECONDARY SCHOOLS
- DELIVER A SEND STRATEGY "BASED ON INCLUSIVITY"

Coalition of Chaos

Should a hung parliament happen, please fill in whatever pledges they make up on the spot here...

NEWS

CHELTENHAM COLLEGE BRANDED A 'DISGRACE' OVER GROUNDSKEEPER PAY

ALIX ROBERTSON
@SCHOOLSWEEKCONTINUED
FROM FRONT
Exclusive

A private school with annual fees of £35,000 is looking to take on a £3.50-an-hour apprentice to tend its grounds, in a move branded "a disgrace" by one of the UK's largest trade unions for school support staff.

Cheltenham College, an independent coeducational boarding school in Gloucestershire, advertised for an 'apprentice groundskeeper' on the gov.uk Find an Apprenticeship website with a start date of September 1 this year.

But despite the 175-year-old school charging annual boarding fees of £34,650 for its secondary year groups and £35,595 for sixth formers, it is offering just £3.50 an hour to prospective apprentices who will gain a level two diploma in sports turf in return for their work.

Jon Richards, the head of education at trade union Unison, described the salary as a "disgrace", telling *Schools Week* that Cheltenham College should "be embarrassed" with its offer and asked it to "think again".

"The apprenticeship minimum rate of £3.50 an hour is a disgrace, especially when the government is claiming that apprenticeships are no longer aimed at

young workers, but are for all," he said.

"How many of the school's privileged pupils will be encouraged to take an apprenticeship when they can see the poverty wages on offer?"

In the last academic year, more than 200,000 young people under 19 took a funded apprenticeship, according to government statistics.

An apprentice taking the training offer at Cheltenham College will work a 39-hour week over two years, according to the gov.uk job advert. The minimum wage for all apprentices under 19, or in their first year of the programme, is £3.50. For those over 21 it is £7.05. There are no rules preventing employers from paying more.

In the role the apprentice will "prepare surfaces for cricket, rugby, and also maintenance of artificial pitches", "help the grounds team to keep the college and prep school site to its high standards", and "learn machinery maintenance and how to operate them".

Richards said paying just £3.50 an hour for this type of work "makes a mockery of the government's claim that the apprenticeship route is valued as equally as the academic route".

From next year, schools are required under new technical education laws passed in April to promote



apprenticeships. The technical and further education act makes it a legal requirements for schools to provide "an opportunity" for training providers to "access registered pupils... for the purpose of informing them about approved technical education qualifications or apprenticeships".

Matthew Clements-Wheeler, the deputy head in charge of business management at Bordesley Green Girls School and Sixth Form, said the juxtaposition of "the next leaders of the nation paying £35,000 for their education" alongside "people who've taken a vocational route being paid £3.50 an hour" served to highlight "the Cinderella status of some apprenticeships".

He added: "It does throw it into sharp relief. While people want to be given a foot on the ladder and engage in training – and they could well be earning nothing if they were following an academic route – £3.50 an hour for the opportunity feels low.

"I find it hard to accept that it takes two years before somebody is operating at a level at which they should be remunerated fairly.

"There is a risk of apprenticeships in situations like this being seen as the new internships. You are looking at two years almost indentured servitude."

He continued: "It wouldn't take much of [Cheltenham's] huge fee charges to parents to offer a decent wage to their apprentices and it might open the eyes of some of their pupils that their skills could be better used in a practical rewarding apprenticeship rather than following the treadmill journey to university."

Dr Alex Peterken, the headmaster of Cheltenham College, told *Schools Week* that apprentices would be supported to complete their training in 18 months instead of two years if requested.

"The role is advertised in line with government published minimum wage rates in force at the time and is commensurate with other similar posts elsewhere," he said.

DIVERSE ACADEMIES TRUST LOANS CEO TO STRUGGLING WCAT CHAIN

A multi-academy trust has loaned its chief executive to join a struggling chain in the latest example of collaboration in the academy sector.

Diverse Academies Learning Partnership (DALP) trust has agreed that its chief executive Chris Pickering will take over at Wakefield City Academies Trust (WCAT) on a 13-month secondment.

DALP, which runs nine schools, said the move is part of its ethos to support others.

WCAT, which has 21 schools, had been advertising for a permanent chief executive, but said the secondment "suited all parties".

It comes after a troubled spell for WCAT, which was labelled a "top-performing" chain by the government in 2015 and was handed extra funding to set up an academy hub in Bradford.

However it later emerged the trust had been subject to an Education Funding Agency finance investigation, and that two of its own schools were rated inadequate by Ofsted. In January, the trust stepped back from sponsoring two further schools.

Pickering, who started at WCAT last month, said the challenge is now to "quickly build capacity within the trust and the academies to affect rapid improvement".

This is the latest example of collaboration in the sector. The move is similar to the "landmark partnership" struck last year when Outwood Grange allowed its deputy chief executive Paul Tarn to take over as chief executive of SPTA, however this was on a permanent basis.

The staff loan arrangement follows investigations by *Schools Week* revealing how certain academy trusts have been taking schools on loan to drive improvement, while scoping whether an official takeover could be feasible.

Brexit limits horizons of UK's first MFL teacher-training scheme

BILLY CAMDEN
@BILLYCAMDEN

Exclusive

The country's first "super" school-led scheme to train language teachers has been given the go-ahead by the government to recruit its first cohort this September – though numbers will initially be lower than anticipated due to the fallout from Brexit.

Sheffield Teaching School Alliance, based at Silverdale School, will be the first so-called "super SCITT" – school-centred initial teacher training – after getting the nod from the National College for Teaching and Leadership.

Officially named the National Modern Languages SCITT, it is backed by Sheffield Hallam University and a network of independent schools.

This super-SCITT will exclusively train modern foreign language teachers as more are desperately needed ahead of the planned introduction of the compulsory EBacc performance measure – for which 75 per cent of pupils are expected to study a language GCSE by 2022. Last year, just 40 per cent of 16-year-olds did.

Research released by Education Datalab last month claimed that an extra 3,700 language teachers are needed to make the policy work.

The government has failed to meet its recruitment target for language teachers four the past four years, with a total shortfall of 659 teachers.

Gaynor Jones, director of the National Modern Languages SCITT, told *Schools*

Week that getting the word out about the new centre had been "slow" due to a lack of funding which has restricted marketing.

She said the centre initially wanted to target language teachers

from abroad, but this has "proved difficult" following Brexit, with people outside of the UK now worried they will not be given permission to stay and work in the UK.

Jones said her original aspiration had been to recruit 25 trainees for starts in September, but given the difficulty in recruitment, she would now be "very happy" with 10.

In future years she will aim to have cohorts of 25, and is hoping to launch six other MFL-only teacher training hubs in other parts of the country.

Hubs are already planned for London and Bolton, with independent schools Dulwich College and Bolton School (Girls' Division) signed up.

Trainees at the centre will have the chance to receive one of the government's tax-free bursaries, where MFL teachers can receive £25,000 to train if they graduate with a first, a 2:1, a 2:2, a master's or a PhD.

Geoff Barton, the general secretary of the Association of School and College Leaders, welcomed the new centre but said the government "needs to do much more" to improve the supply of language teachers.



From left: trainee teachers Bethany Parsons, Chloe Queen, and Brogan Lawton, director of the National Modern Languages SCITT Gaynor Jones, trainee teachers Andrea Schutz, Zac Edmonds, and lead practitioner early career development Helen Duffy

"It is one of the subjects where recruitment is most difficult, along with maths and science. And that is without the government's plans to increase EBacc uptake, which would require many more language teachers."

Barton said one of the "biggest problems" in recruiting MFL trainees is "the fact that A-level language entries fell last year because of severe funding pressures which are forcing schools to cut courses".

England is therefore facing a "reduction in the pool of future language graduates at a time when we need to see it increasing", he said.

The Department for Education previously told *Schools Week* that the government was "looking at the possibility of new subject-specific ITT hubs".

The National Modern Languages SCITT is the first of its kind, with more for other EBacc subjects expected to follow.

Jones said she thinks other subjects experiencing a shortage in teachers, such as physics and maths, will soon have their own "super-SCITT" created.

The Telegraph
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NEWS: NCTL

Trojan Horse trial collapse: What do

JOHN DICKENS

@JOHNDICKENSSW

Investigates

One of Michael Gove's first decisions as education secretary was to abolish the General Teaching Council for England (GTCE) in 2010.

He was "deeply sceptical" of the body, which was responsible for maintaining a register of teachers and investigating alleged cases of misconduct, claiming that it did "little to raise the teaching standards of professionalism".

It was mostly unloved by teachers, too.

But the system set up by Gove to replace it, overseen by the National College for Teaching and Leadership (NCTL), placed the responsibility of regulating who could work as a teacher into the hands of politicians.

Discontent has grown ever since over the NCTL's ability to fairly oversee teachers.

It came to a head last week when the high-profile misconduct cases against five teachers caught up in the Trojan Horse affair were sensationally dropped after an "abuse of justice".

Now *Schools Week* has spoken to many of the lawyers and teachers involved to ask whether the NCTL is still fit for purpose.

PLACING POWER IN THE HANDS OF POLITICIANS

When Adam Walker, a teacher and a BNP activist, described immigrants as "savage

animals" and "filth" on a political forum using a school laptop, he was hauled before a GTCE disciplinary panel accused of racial intolerance.

Although the panel stated it was "troubled" by Walker's posts, they believed his "intemperate" views did not suggest intolerance.

The verdict was delivered in May 2010 – the same month Michael Gove was appointed education secretary.

Gove, as shadow education secretary, was already unhappy that the quango set up by Labour in 2000 was too lenient on teacher misconduct – a sentiment echoed by many in the profession.

In one of his first acts as education secretary, he highlighted the Walker case as the exact reason he was going to abolish it.

Teachers paid £37 per year to be registered with the body, which in turn regulated them all, in a manner similar to the system still used in Scotland, and by other professional bodies like doctors.

The GTCE was led by a council made up of 64 members, the majority of whom were registered teachers.

But Gove claimed the government didn't need to "police the profession", and wanted to "trust professionals – not busybody and patronise them". However, where professionals do "dishonour the vocation of teaching, action needs to be taken", he added.

Under the Education Act 2011, Gove – as secretary of state for education – was



handed the power to ban any teacher from the classroom.

A new system was put in place to exercise this power: conduct panels of three independent people would oversee a trial

to hear evidence against those accused of misconduct. That's now overseen by the NCTL, an executive agency of the Department for Education.

But the panel can only make two

How the case collapsed

When barrister Katie Langdon (pictured) queried a few of the witness statements submitted by the government as part of the prosecution against five senior school leaders in the Trojan Horse case, she was given a "torrid time" by the NCTL's legal team.

Langdon was concerned to learn that NCTL's lawyers had been given access to crucial witness transcripts from an earlier government inquiry led by counter-extremism chief Peter Clarke, but had failed to disclose this to the misconduct panel which was now considering whether the teachers were guilty of allowing undue Islamist influence at Birmingham schools.

The revelation, in November, came just one month before the misconduct panel had been due to deliver its verdicts following a trial that started over 18 months ago.

The prosecution claimed it was all down to a "misunderstanding" with the DfE – and it was expected to cause nothing more serious than a frustrating additional delay in the most complex case ever heard by the NCTL.

But Langdon, representing Lindsey Clark,



the former executive headteacher of Park View Educational Trust, spotted something else: the statements contained chunks of text similar to transcripts from the Clarke inquiry.

Langdon raised this with the court in April and effectively suggested the NCTL's lawyers had used the transcripts to develop the statements.

That was robustly shot down by the NCTL's presenting officer Andrew Colman, who said that if Langdon had no further evidence "can we not just leave it at that?"

In the words of the misconduct panel, she endured a "torrid time" in court.

But her submission set off a chain of events that would eventually collapse the whole trial, with the panel discontinuing the cases last week.

Despite its earlier denial, the NCTL finally admitted in May – the second time the panel was due to publish its findings – that its solicitors had held the Clarke transcripts since 2014. That was before the teachers were even notified there would be a misconduct investigation.

Not only that, but the NCTL's solicitors – which at the time were called Nabarro's but have since merged to become CMS – said

the Clarke transcripts were "utilised" when preparing witness statements for the trial.

Langdon told *Schools Week* the NCTL lawyers "cherry-picked" sections of the transcripts to include in witness statements.

"In so doing, neither I nor my client knew, for example, that one of the witnesses was actually saying, 'this has nothing to do with Lindsey Clarke'"

Ongoing cases against other teachers could now be dropped. The legal costs of the failed trials are said to run into the hundreds of thousands of pounds.

It is a major embarrassment for the government, which was pursuing the cases following allegations first laid out in an anonymous letter of a plot by Muslim hardliners to take over several Birmingham schools.

While the Clarke inquiry found evidence of an "aggressive Islamist agenda", a Birmingham City Council report later found no evidence of violent extremism or an anti-British agenda being promoted.

The NCTL had alleged the five senior leaders – Clark, Arshad Hussain, Hardeen Saini, Monzoor Hussain and Razwan Faraz – had allowed undue Islamist influence at Birmingham schools.

A review launched after the non-

disclosure error emerged in November found the NCTL had failed to provide at least 1,600 pages of evidence.

Last month the NCTL attempted to delay proceedings for six weeks so it could explain the error. But the panel announced it would discontinue proceedings on Tuesday after the "deliberate decision" by government lawyers to withhold transcripts.

In a statement, the misconduct panel insisted that this represented an "extraordinarily serious error of judgement as opposed to bad faith", but one that had only come to light "by chance".

"There have been serious failures with regard to disclosure, which are far-reaching and extend over the entire life of this case," it said.

The panel also decided there had been a "lack of candour and openness" from the NCTL and its solicitors over the failures, and too little cooperation in getting to the bottom of what happened.

An NCTL spokesperson said it was "carefully considering this latest panel hearing before deciding the next steps in this process".

Opinion, see page 18

Does the fallout mean for the NCTL?



recommendations to the secretary of state: either ban the teacher, or do nothing.

The education secretary is also free to totally disregard the panel's recommendation without ever having taken

part in the trial.

Andrew Faux, a barrister who has represented teachers in hearings under both systems, told *Schools Week* that the abolition of the GTCE "represented an

“ Under the Education Act 2011, Gove – as secretary of state for education – was handed the power to ban any teacher from the classroom

attack on the idea of teachers in England as professionals”.

Faux, who worked at the GTCE until 2010, added: “The way the profession was regulated was fair; [but] now that is questionable. The GTCE may not be mourned, but its register of teachers and the standards of fairness it brought to its regulatory decision-making should be.”

ARE TEACHERS TREATED FAIRLY?

It's not just Faux who feels that fairness has been eroded. *Schools Week* spoke to several banned teachers who, maybe unsurprisingly, felt they were unfairly treated.

One of the main concerns seemed to be what they viewed as a lack of independence from political inference.

For instance, several outstanding headteachers dubbed “superheads” by politicians and the media feel that their public profile played a part in the outcomes of their misconduct hearings (see article below right).

The political element resurfaced again last week when misconduct cases against five senior leaders accused of allowing undue Islamist influence in Birmingham schools were dropped.

The cases were thrown out after the NCTL failed to fully disclose witness statements its case was based on. The omission was described by the panel as an “abuse of justice” (see article below left).

Lee Donaghy, a former assistant principal at one of the schools caught up in the Trojan Horse affair, said the case shows “teachers cannot trust the NCTL to treat them fairly”.

He said the move was driven by a “desperation” to secure judgments against the teachers, “fuelled by the DfE’s over-zealous reaction” to Trojan Horse, an alleged plot by Muslim hardliners to takeover state schools in Birmingham.

“If the NCTL can act with such dishonesty against my ex-colleagues, what gives any teacher confidence they won’t behave in a similar way if it were them in the dock, with

The so-called superheads burned by the NCTL

The Trojan Horse case isn’t the only time the NCTL’s heavy-handedness has been put under the microscope.

A pair of High Court rulings quashing bans very publicly handed out to two superheads both openly questioned whether they’d been treated too harshly due to the status awarded to them by politicians.

Jo Shuter was banned from teaching for life in 2014 for claiming “extensive” expenses for “personal gain” while head at the then ‘outstanding’-rated Quintin Kynaston School, in London.

Expense claims included £7,000 for her 50th birthday party, and £8,269 on a hotel stay for her leadership team.

An NCTL misconduct panel dished out the harshest possible sanction pointing to “strong public interest”. Shuter, a former headteacher of the year who had been awarded a CBE for her services to education, was punished due to her “high national profile as an influential figure”, it said.

She was also labelled as a superhead by the media, after being singled out for praise by former prime minister Tony Blair.

In its decision notice in 2014, the panel stated the “high profile increases the risk of

public confidence in the profession being undermined”.

Shuter appealed, and the High Court agreed she shouldn’t have been banned for life.

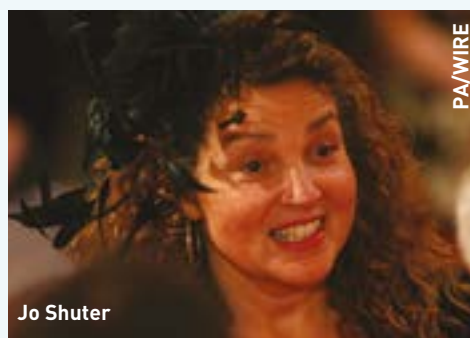
Nicky Morgan, who had replaced Michael Gove just months earlier, agreed – and signed a consent order allowing the ban to be reviewed in two years. She agreed that a lifetime ban was not a proportionate sanction given that “no dishonesty” had been found, rather than that on occasions she acted with a “misplaced sense of entitlement”.

However when the ban was set aside in November last year, no-one actually wrote a document, at least publicly, explaining why the NCTL had been wrong to issue a lifetime ban. Shuter’s name was just quietly wiped from the list of banned teachers.

Her original misconduct panel decision notice has also been taken down.

Shuter told *Schools Week* that the only opportunity she had to give her side of the story was at the original NCTL hearing – over a year after she was first suspended.

But she said: “You [the public] can’t make a rational assessment of the case because the evidence doesn’t exist in the public domain.”



Jo Shuter

Shuter’s case has similarities with another superhead, Greg Wallace, once the executive headteacher of the Best Start Federation of schools in Hackney, who was praised as “magnificent” by Michael Gove.

He was banned from teaching for two years after he was caught awarding contracts totalling £1 million that hadn’t been approved by governors, to a company owned by a former partner.

Morgan used her powers to overrule the misconduct panel’s recommendation last year, that Wallace should avoid a ban because he was an “inspirational example” as an educator.

The civil servant acting on behalf of Morgan stated the panel had “not taken sufficient account of the public concern that would arise” if the case wasn’t treated with

the “utmost seriousness”.

But the High Court threw out the ban on appeal in January.

Both rulings also raise the question of whether heads running more than one school are given enough support to understand the increased financial and leadership pressures.

Wallace’s misconduct panel stated that he had been under “an element of duress” including from “others outside the federation encouraging him to take on responsibility for more schools” to address poor achievement in the local area.

Shuter also previously said she told governors in 2001 before being appointed at Quintin Kynaston that “financial management was not my strength”.

“The nature of headship has changed and now requires a thorough understanding of financial and HR management systems.”

She added: “Nobody ever spelled out my financial responsibilities.”

Shuter told *Schools Week* that she still has a passion for teaching, but doesn’t know what to do with that as she had been “jaded by the whole process”.

NEWS: NCTL

their career at stake?" he asked.

It was stated during the Trojan Horse hearings by government lawyers that the DfE had tried to build a "structural divide" between itself and the NCTL to "assure the judicial independence of panels".

But the NCTL is an executive agency of the DfE – meaning, as the panel said, it "sits within" the department.

NCTL misconduct hearings are even held in the DfE's buildings in Coventry.

Katie Langdon, a barrister who represented one of the accused in the Trojan Horse cases, insisted that a misconduct panel not only has to be independent, but also "feel and appear independent".

She added there was "arguably a risk" a teacher appearing before the regulator "may not perceive the independence so readily" given the location.

The panel, during its ruling last Tuesday, even felt the need to state it had "categorically" approached its task with "complete impartiality and independence" following a "suggestion" that the NCTL had been put under political and media pressure to pursue the cases.

DECISIONS OVERTURNED IN HIGH COURT

The collapse of the Trojan Horse senior leader cases isn't the only recent public embarrassment for the NCTL.

In October last year, the High Court threw out lifetime bans already handed to two others teachers caught up in the Trojan Horse affair.

High Court judge Stephen Phillips overturned prohibition orders against Inamulhaq Anwar and Akeel Ahmed pointing to "serious procedural impropriety", because the NCTL hadn't disclosed evidence it used as part of its prosecution (covered in more detail on page 6).

In January, the High Court also overturned a ban given to Greg Wallace, the executive headteacher of the Best Start Federation in Hackney.

The NCTL misconduct panel, which heard Wallace's case last year, had ruled he shouldn't be banned, stating there was "exceptionally strong public interest" in

him continuing in the profession as an "inspirational example".

Wallace, who was previously praised as a "magnificent" headteacher by Gove, was sacked in 2014 after awarding contracts worth more than £1 million, without approval, to a company owned by his partner.

But a senior civil servant acting on behalf of the then-secretary of state Nicky Morgan did not accept the panel's ruling – and instead banned Wallace for a minimum of two years.

However, Mr Justice Holgate ruled that the ban on Wallace, handed down so he could reflect on his actions, had been pointless, as the panel had already said he showed "great insight" into his wrongdoing.

Schools Week asked the NCTL under Freedom of Information laws how many times the secretary of state had declined to adopt a panel recommendation since 2013.

It refused to release the information, claiming it was already available in the public domain. This information could only be retrieved by trawling through the scores of individual decisions published online each year.

The refusal to release overall figures suggests the NCTL doesn't collate them and is not tracking how often decisions are overturned.

The body's own annual accounts for last year state there is a "risk of challenge to the overall process of teacher regulation and the



Nicky Morgan



Lindsey Clark

BPM Media

agency's ability to make decisions on behalf of the secretary of state" in the case of a successful legal challenge.

While the NCTL stated last year that it had "managed this risk whilst dealing with increasingly complicated cases", this could now be called into question.

KANGAROO COURT?

There are also growing concerns over procedural problems with the system, which have been fully exposed by the Trojan Horse cases.

Although this has been deemed one of the most complex cases the NCTL has ever dealt with, the body has been criticised for not even being able to formulate clear allegations against the teachers.

The misconduct panel, while throwing out the cases last week, described the NCTL's "broad-brush approach" to formulating allegations as "far from ideal".

The length of trial against the five senior leaders – discontinued after more than 20 months – has also been heavily criticised.

Langdon, the barrister representing executive headteacher Lindsey Clark, one of the five senior leaders, said had the NCTL taken a more "measured and practical approach" the trial could have been heard in seven weeks.

"This time has had an adverse impact on all teachers involved," she added.

A spokesperson for Clark, who has retired,

said she is "utterly spent – both emotionally and psychologically".

"The fact that the proceedings are now discontinued will not relieve the pain or remove the stain on an otherwise unsullied, indeed exceptional career."

Another of the five defendants, Monzoor Hussain, told *Schools Week*: "It's been hell. I'm the bread winner in my family, and suddenly I can't teach for years."

Hussain, who said he had no choice but to take state benefits while attending the trials, added: "I wanted to fight right to the end to show everyone our innocence, but having lived through this delay I just wanted to get it over."

The NCTL aims to complete 70 per cent of teacher misconduct referrals that require a hearing within 12 months. But annual accounts show the agency missed its target last year, with just 59 per cent of cases concluded within a year.

The NCTL claims this was due to the complex Trojan Horse cases, and that targets were hit prior to August 2015.

IS THE NCTL FIT FOR PURPOSE?

Schools Week understands the findings of an "ongoing review" of the NCTL, which had been due to be published in April, have been delayed due to purdah rules around the general election.

But calls are now growing for teachers to take back control.

Micon Metcalfe, a school business manager, admitted the profession needs a regulatory body to uphold standards, but added: "I'm not sure the NCTL hits the mark though, and I believe teachers should own their standards and not let the government impose them."

Faux, writing for this week's edition on page 11, argues that the regulation system needs reform – including bringing back a register of teachers to avoid the panel facing "the stark binary choice" of either banning teachers, or taking no action.

The DfE said it trusts schools to tackle all competence and conduct related matters, taking any disciplinary action necessary.

The department said it would only become involved where the most serious misconduct is alleged.

A word from the editor...

Although this investigation might look like it was pulled together on the back of the Trojan Horse trial collapse last week, it has actually been months in the making.

Our reporter John Dickens first brought his concerns about the NCTL to me several months ago and has been conducting interviews and nerding up on the disciplinary hearing processes ever since. It was this preparation which meant he was able to write an in-depth piece of such quality this week.

One issue has plagued us over the past

months though - and we don't have an answer. So I thought I'd share what it is and where we got to with it.

Many of the people who go to disciplinary hearings become mini-celebrities within the education world. Once their alleged (or actual) misdemeanours are put out into the world, opinion toward them can plummet.

In the case of Jo Shuter, for example, many will baulk at the expenditure of taxpayers' money on her birthday party. In the case of Greg Wallace, people have no

time for his giving a contract to a partner.

Both are fair reactions.

As a paper, we therefore knew there was a danger that if we highlighted injustices in the disciplinary system, we risked looking like we were on the side of discredited people. But we also knew that if we didn't look at the issue we would do the reader a disservice. It helps no-one that Lindsey Clark cannot now clear her name. It helps no-one if we turn a blind eye to superhead bans being overturned in court.

Justice processes matter because any

one of us can, at any time, find ourselves facing allegations. Any one of us could see the secretary of state overturn a decision that would transform our career because it suits their own career to do so. And that, to us, seems like a thing we should highlight, regardless of the guilt, innocence or otherwise, of anyone who has already faced the NCTL panels.

So, we decided to tell the story. We believe you will understand why.

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OPINION: HOW TO SOLVE THE NCTL ISSUE?



JAMES LYNAS

James Lynas – partner,
Winckworth Sherwood LLP

Let's not throw the baby out with the bathwater

The NCTL's procedures are robust and rigorous, says James Lynas, but it needs sufficient numbers of properly trained staff to apply the rules correctly

The National College for Teaching and Leadership's disciplinary process has rightly come under more scrutiny after the collapse of action against five teachers in the so-called "Trojan Horse" scandal – after we found that it hadn't fully disclosed all documents in its possession to the teachers.

These missing documents were generated by Peter Clarke's team in early 2014 when as he investigated the allegations in the Trojan Horse letter – that some Birmingham schools had been taken over by advocates of a particular strand of Islam. Clarke's public report stated that he had 2,000 pages of witness statements from over 50 interviews. It now appears that this material was shared with the NCTL but not with the five teachers before the panel.

Disciplinary procedures for teacher misconduct cases are explicitly clear: "the NCTL will send to the teacher all documents it is considering during the investigation" (para 3.5). This is subject to one exception: "The NCTL may receive documents ... that are not appropriate or practicable to be copied or sent to the teacher. Examples may be pornographic material ... In these cases NCTL will provide the teacher or his representative with a description of the evidence, an explanation why a copy can't be provided and details of arrangements for inspection" (para 3.3).

Had this rule been applied properly, the hearings would have proceeded fairly. It is possible that the NCTL felt the documents should be kept confidential, but at the very least it should have disclosed that it had them and given reasons for why it felt it couldn't disclose them. The NCTL's investigation into where things went wrong should now be made public.

The confusion may have arisen because later in the procedures, in para 4.12, the NCTL is required to issue a formal notice of the panel hearing, and must also send out "any relevant documents which are relied upon and in the presenting officer's

possession at that time which have not previously been disclosed". This suggests that the NCTL perhaps needs only to release the documents on which it is relying, with no need to disclose any others.

The solution is not a massive overhaul of the rules. We need better training for those making decisions under the procedures in the rules of natural justice, and an analysis of whether staffing reductions impacted on the conduct of this particular case, which has been one of the most complex the NCTL has ever had to deal with. However, the DfE must now introduce a clarifying rule change to state that the NCTL is under an ongoing duty to disclose all documents in its possession relevant to the case, whether or not it intends to rely on the documents themselves and particularly if they are prejudicial to the NCTL's case.

The panel process, which has professional and lay members, a review by a senior DfE civil servant and a right of appeal to the High Court, ensures that the public can have more confidence than before in the integrity of the profession.

“ We need analysis of whether staffing reductions impacted on this case

The NCTL's record in handing misconduct cases is vastly superior to the previous GTCE regime in terms of the volume of cases it has processed. The GTCE on average barred 19 teachers per year from for misconduct. Based on *Schools Week's* analysis, the NCTL's annual average is 82. This increase is not because the profession has become four times more badly behaved in the last five years – it's because the NCTL has been more robust and rigorous. And for perspective the profession has approximately half a million members in England.

Dismantle the entire regulatory system would be an overreaction to a one-off mistake – all that we need is sensible tweaking.



ANDREW FAUX

Barrister and co-director of
the Reflective Practice

Reform is urgently needed

The NCTL was created in a rush and it's time to reform it, structurally and operationally, argues Andrew Faux

The National College for Teaching and Leadership was born from a rushed decision by a deeply political secretary of state to abolish the General Teaching Council for England in March 2012. Given its recent failures there may be voices calling for the NCTL to be culled in turn. I would resist these calls.

The faults of the NCTL are a product of a failure to reform the GTCE and the rush to create a new system from scratch. To abolish it and replace it would be to repeat history and there is no reason to believe the end result would be any better. Instead the Department for Education should consult and then reform, and aim to improve the way cases are managed and, in turn, hopefully improve the way the profession is regarded by the general public.

The reforms I would urge upon whomever inherits the DfE are twofold: structural and operational.

Structural means the need for a register of teachers.

The best part of the NCTL is its panels and their approach to cases. These panels are not mentioned in the Education Act but were created by subsequent regulations. They may be an afterthought but they are the crown jewels in what was otherwise an extraordinary system, putting an elected politician in a position to determine the fate of professional people. Their importance is recognised by the department and every published decision is published under the declaration that 'the secretary of state does not make these decisions herself. They are made by a senior official on the recommendation of an independent panel.'

Time and again panels have demonstrated themselves to be astute judges of fact. They make genuinely independent decisions about the strength of each case and are not swayed by the views of those who referred whichever unfortunate teacher for their consideration. They have demonstrated independence of thought and have made recommendations that allow good teachers to stay in the profession despite significant wrongdoing. They behave as if the watching public are well informed and have a good understanding of what's at stake in a case, rather than merely feeding a public desire that those who err should be punished.

That said, they need a graded set of sanctions to allow them to make more nuanced recommendations to the secretary of state. The regulators of teachers in Scotland and Wales can impose warnings, conditions or periods of suspension on errant teachers. It is time the English regulator took up these tools again.

Unfortunately the NCTL does not regulate qualified and registered teachers in the manner that other British teacher regulators do. It is left without a register, which makes a nuanced response to wrongdoing difficult. Without a register it is hard to suspend someone from the register, or record

“ To abolish it and replace it would be to repeat history

conditions or a warning.

Holding a register allows for details of a reprimand, conditions of practice or a suspension to be recorded against a registrant.

Reintroducing a register would have other benefits. Being registered is part and parcel of being a professional and would bring teachers back into that fold. A register allows the composition of the profession to be understood. A register would also act as a valuable resource for those wishing to understand problems of teacher recruitment and retention.

Operational means creating an internal legal team.

The NCTL currently relies upon externally appointed lawyers to investigate, prepare and present its cases. The lack of a legal team at its heart is puzzling. Most regulators opt for a mix, with external lawyers and internal lawyers working together to complement each other. Internal lawyers can act as a conscience and can also hold external lawyers to account for the quality of their work, rather than simply measuring them against whatever metrics are demanded by the key performance indicators written into the contract. A good legal team with a solid understanding of the landscape of education would ensure that the external providers rapidly acquired the expertise necessary to do an effective and fair job.

NEWS

BAME TEACHERS 'CAN ONLY GET PROMOTIONS FROM WHITE ALLIES'

BILLY CAMDEN

@BILLYCAMDEN

Black, Asian and minority ethnic teachers are not able to move into senior roles unless they are endorsed by white people in positions of power, an educationist has warned.

Paul Miller, professor of educational leadership at the University of Huddersfield, told delegates at last weekend's inaugural BAMEed conference in Birmingham that there was "no way" a minority ethnic person could progress into the top jobs at schools without first forming an alliance with white co-workers.

He argued this has been the case for even the most intellectual BAME teachers, and that white colleagues are the "gatekeepers" to the career ladder.

Miller cited his theory of "white sanction", which he developed in research he published last year. He believes that a BAME teacher's skills are first "acknowledged and then endorsed/promoted" by a white individual who acts as a "broker" on behalf of the interests of the minority ethnic individual.

The research, which is now being developed further, was based on interviews with 15 BAME teachers and academics between 2014 and 2015.

Speaking to over 150 delegates at BAMEed, which was held at the Dame Elizabeth Cadbury School, Miller said it was "not enough" for minority ethnic people to rely on qualifications and experience.

"One of the most powerful expressions I've come across was from a teacher who said 'meritocracy will get you only so far'," Miller said.

"You have to have connections with white colleagues, and those connections must be more than surface level, they need to be visible with those in influential positions.

"Anything less than this is not going to get you anywhere."

Department for Education statistics show that in 2015, 88 per cent of the country's 454,900 teachers were white British.

There were around 18,000 qualified BAME teachers, with 1,000 in leadership roles.

As of March 2017, there were 22,356 headteachers, but only 277 of them were BAME – three times lower than the proportion of white British teachers.

Miller, who became the first black professor in educational leadership and management last year, said the inequality was down to failures by the government and wider school system. He wants to hold schools accountable for meeting requirements under the Equalities Act to be inclusive.

Amjad Ali, assistant head at Aureus School in Oxfordshire, added that minority ethnic people "need white allies to open up spaces for us to be who we are".

"We must never change or wash our true selves away to fit in, but find people who will open up the platforms for us to be whom we are."

Diocese sidesteps rules on church control over secular schools

JESS STAUFENBERG

@STAUFENBERGJ

Investigates

The Church of England is to gain overall control of a new multi-academy trust, even though nine of the 10 schools intended for the new trust are secular.

The Diocese of Newcastle's board of education will be allowed to appoint three of the five board members of the proposed 'Tynedale Community Learning Trust' if consultation plans go ahead. The board will then be able to hire and fire trustees and make changes to the ethos of the trust.

This situation would diverge from current government recommendations, which state that just 25 per cent of the board should be appointed by the church if a trust only contains a minority of church schools.

In this instance, just one of the 10 schools in the trust, Ovingham First School, a Church of England voluntary-controlled school, is a faith school. The rest are secular local authority schools. All 10 are currently in a council federation together and wish to convert to a trust.

The situation echoes other conversions in which the Department for Education has approved a branch of the church to run academy trusts in which faith-ethos schools are in the minority.

According to an email between John Barrigan, a DfE official, and Richard Jolly, a parent governor at one of the local



authority schools who has now resigned, the government prefers the church to appoint only a quarter of members in minority-faith MATs.

Barrigan wrote "it is the Department's expectation that, with regards to governance in a minority church MAT, church representation should not exceed 25 per cent at member and director level".

In circumstances where a "deviation" was proposed, the government would "expect the consultation to be extensive", it continues.

A spokesperson for the Diocese of Newcastle claimed that the governors of the other nine schools wanted the majority of board members to be appointed by the Church.

When the 'outstanding' Ovingham

primary was asked to join the multi-academy trust, governors were presented with three options: 25 per cent church representation at member and director level in accordance with the DfE's guidance, two church members and a third member agreed by the Diocese and governors, giving a majority, or for the church school to be left out of the MAT.

In a letter sent to parents in May, a headteacher explained why the second option had been preferred over the first. Governors wanted the church to choose the majority of the board members so directors would be "recruited on the basis of their skills and not on their links to the church", as would be the case under the first option.

The schools would all have their ethos protected, the letter added.

But Jolly, who has two children at the schools involved, said the consultation proposals "opened the door a lot wider for the church to be involved".

"As a parent that seems unfair. I chose to send my children to a secular local authority school, not a church school."

Last year, the Diocese of Newcastle also took the majority of seats on the NEAT Academy Trust after a Church of England primary school was asked to join four secular schools. The move was opposed by the local MP and some parents.

A spokesperson said that the Diocese was "very clear these [models] were both simply options".

Catholics back down on legal action over faith certificates

JESS STAUFENBERG

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Exclusive

The Catholic Church has backed down on its plans to take the government to court over faith school admissions, and will instead make conditions clearer for parents by rewording its faith "certificates".

The Office for Schools Adjudicator ruled last year that the Catholic Education Service, an arm of the Church, was wrong to introduce a certificate signed by a priest as a way to determine whether a pupil was from a practising Catholic family.

The OSA upheld complaints from parents in Surrey and west London who said allowing a priest to decide who was Catholic broke the school admissions code, which requires criteria to be "reasonable and clear" to parents.

After initially telling *Schools Week* it would challenge the government's decision in a judicial review, the church has revealed the issue did not go to court, and that it has settled on a new definition of what constitutes a "practising Catholic" with the Department for Education.

Parents had previously been told that a priest would simply sign off a certificate of Catholic practice, but that will now only be signed if specific attendance criteria at mass are met.

Experts in faith school admissions have said the new definition is fairer to parents as it's clearer, but that admissions



to Catholic and other faith schools remain socially selective.

Anna Vignoles, a professor in the faculty of education at Cambridge University, said research shows parents who attend church tend to be from a higher socioeconomic background, making the requirement harder to meet for poorer pupils, even if parents do not understand what is required.

"A clearer definition will not magically make them more socially inclusive," she said.

But since all schools have an element of social segregation depending on postcode, Catholic schools should not be unduly singled out and the clarification should be "welcomed", she added.

The new definition, legally agreed on May 4, states that a certificate will be issued if one parent has attended Sunday mass and all the "holy days of obligation" for at least five years, and if a pupil over the age of seven has attended for at least five years, or

consistently after reaching seven if they're still young.

The certificate can also be signed by the priest "when attendance is interrupted by exceptional circumstances".

This is not the only way that Catholic schools can admit pupils, since other admissions arrangements exist in the majority, but the intention is for it to become the predominant method for admissions.

Anne West, a professor in education policy at the London School of Economics, said many Catholic schools, like other schools with a religious character, "often have complex or very complex arrangements" for admissions, which should all be simplified so parents understood them.

The CES spokesperson said the new "national system" of the certificate will now ensure "the measures used to determine Catholic practice are the same across diocesan boundaries."

The OSA upheld objections in November last year against St Paul's Catholic College, St Michael's Catholic Primary School, Our Lady of the Rosary Catholic Primary School and St Ignatius Catholic Primary School, all in Surrey. It also ruled against St Richard Reynolds Catholic College in Richmond.

In all cases it found the lack of criteria for a priest signing a certificate could lead to different priests unfairly applying different measures of practice.

NEWS

Huge leap in 'educationally homeless' SEND pupils

JESS STAUFENBERG

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Exclusive

The number of pupils with special educational needs waiting in limbo for school places has more than doubled, according to new figures.

Released last week, the government data shows pupils with special needs statements or Education Health and Care Plans who are waiting for a school place rose from 1,710 in 2016 to 4,050 this year – an increase of 2.3 times.

The increase in SEND pupils who have been permanently excluded without another school to attend also increased six times over, leaping from 17 two years ago to 102 this year.

Meanwhile those educated under "arrangements made by their parents", which includes home-educating children, rose by 377 pupils over the same 12 months.

Tania Tirraoro, chief executive of Special Needs Jungle, a website for the SEND community, said she knew of one parent whose child had been out of school for eight months looking for a suitable placement.

The child accessed a tutor once a week through the local authority but this had "not been enough to stop him falling behind".

Another parent, who did not wish to be named, told *Schools Week* that the number of pupils not in schools was "astonishingly large" and equated to them all being



"educationally homeless".

Suitable provision for pupils in mainstream schools were being lost as teaching assistants are increasingly fired due to squeezed budgets, according to Tirraoro.

"This is basically a funding problem," she said.

A new wave of special needs free schools do not always cater to the most prevalent kinds of need, Anne Heavey, a policy advisor at the Association of Teachers and Lecturers, told *Schools Week*.

Half of all new special free schools set to open from 2017 onwards cater for autism spectrum disorders, following a stark rise

in diagnoses.

Fewer schools have however opened for pupils with hearing and visual impairments, or for physical disabilities such as cerebral palsy, all of which are areas of need according to Heavey.

She also blamed unrealistic age-specific expectations at primary school under the new assessment regime introduced last year, and the increasingly academic focus of secondary school performance measures since 2010, for pushing many special needs pupils out of mainstream classrooms.

Local authorities are "waiting" for special needs free schools to open to cope with the shift, leaving pupils without placements

in the meantime, she said, adding: "Local authorities are just hoping a special needs free school will come along."

Schools Week has previously reported that councils last year spent £480 million from their education budgets privately educating pupils with additional needs after being unable to place them in state-funded special schools.

The new data also shows the number of SEND pupils accessing some other arrangement such as home education has also increased by more than 50 per cent.

Barney Angliss, a SEND consultant, said high-functioning autistic pupils and attention-deficit hyperactivity disorder pupils were at particular risk of being excluded for aggressive or violent behaviour, even though schools specialising in emotional and behavioural difficulties had few spaces.

"If we're losing capacity for children with behavioural difficulties, these children are at extreme risk of criminal offending, violence at home, the breakdown of relationships and ending up in care," he said.

"The long-term impact of these figures will take longer to appear, but it will appear."

More than three quarters of all pupils excluded permanently or for fixed periods from school have special educational needs, DfE exclusions data from December last year shows.

Union membership at lowest point in a decade

BILLY CAMDEN

@BILLYCAMDEN

Membership of education trade unions is at its lowest level in nearly a decade, amid a 10 per cent plunge last year.

The unions are blaming cuts to support staff, the increasing number of existing teachers leaving the profession early, and the introduction of zero-hour contracts in further and higher education as some of the key reasons for this fall.

Annual trade union membership statistics, released last week by the Department for Business Energy and Industrial Strategy (BEIS), show there were 1,469,000 people working in education in 2016 who belonged to a union, compared with 1,624,000 the previous year – a drop of 155,000 members.

It brings education trade union membership down to its lowest level since 2008, when membership was at 1,424,000.

At 48 per cent, it also brings the total percentage of workers in the education sector who are in a union to below 50 per cent for the first time in 12 years, though education remains the most unionised sector in the country.

The decline has left the union leadership "surprised", as many are reporting increases in membership.

Kevin Courtney, the general secretary of the National Union of Teachers, said there was "no truth" in the suggestion that unions are "on the wane" in the education sector,

and confirmed that the NUT's membership grew in 2016 – but did not say by how much.

He said "attacks on the public sector more generally" have led to the loss of many jobs in education, which could be a reason for the overall dip in membership. The growth of zero-hour contracts and a "boom in the gig economy" are also pushing people out of jobs in education and union membership, he added.

Mary Bousted, the general secretary of the Association of Teachers and Lecturers, pointed out that BEIS' trade union statistics for education covers further and higher education – sectors which she said are increasingly "high-casualty workforces" in which it is "harder to retain members" – which could be a reason for the overall decline.

Membership at the University and College Union (UCU) fell by around one per cent between 2015 and 2016. Its general secretary Sally Hunt said that with rising levels of "casual employment" in education and a "government openly hostile" to trade unions meant the fall was "little surprising".

Bousted, who revealed her union's membership also dropped by around one per cent during 2016, pointed to a "huge amount of churn" in the teaching

profession, where unions are recruiting a lot of new members, but where "half" of the profession leave "within four to 10 years".

There are now more part-time staff working in education, she added, which "could also be driving down membership rates".

Union membership fees vary. For full-time teachers at the NUT, for example, membership costs £177 per year, while at the ATL it costs £103 per year.

"Newly qualified teachers have half of their wages go in student loan repayments, pension entitlement, and all the rest," Bousted said. "Even though union fees are very low that could be putting them off."

Jon Richards, head of education at Unison, agreed with Bousted and said there is evidence that "price has become an issue and people are looking at costs – unsurprising as wages have stalled – this is a particular issue for support staff unions as most of our members are from lower pay bands".

Unison experienced a drop of around two per cent in membership in 2016.

Richards said this was "mainly down to the noticeable increases in support staff job cuts across the sector".

EDUCATION TRADE UNION MEMBERSHIP

2015: 1,624M

2016: 1,469M

= -155,000

DEATH OF 4-YEAR-OLD BOY PROMPTS CALLS FOR REVIEW OF SCHOOLS' ABSENCE APPROACH

A coroner has told ministers to take action on the systems schools use to deal with unexpected absences following the death of a four-year-old boy left alone in his family flat after his mother died.

Coroner Mary Hassell insisted action "should be taken" to avoid such deaths in the future, after an inquest found Chadrack Mbala Mulo died of malnutrition and dehydration in Hackney, east London.

He was found in the flat with the body of his mother approximately 48 hours after his death. It is believed he survived alone in the flat for "over a fortnight".

Concerned staff at Morningside Primary School, Hackney, had not been able to contact Chadrack's mother or gain access to the block of flats where they lived during several visits after he failed to turn up at school.

Now the coroner has written to the children's minister Edward Timpson raising concerns the school only held a single telephone number for Chadrack's mother and not for any other family member or friend. School staff also waited more than three days before visiting, she said.

The school has since changed its protocols: it now holds contact numbers for three adults, sends staff immediately in cases where families can't be reached by phone and calls the police if they cannot gain entry.

Hassell described the new policy as "sensible" and urged the government to encourage other schools to put such a system in place.

NEWS: WHILE YOU WERE AWAY

Now-notorious 7p breakfasts haunt the Tory campaign

FREDDIE WHITTAKER

@FCDWHITTAKER

Schools Week's exclusive scoop that the Conservatives had pledged just 7p per child to cover the cost of breakfasts for all primary pupils has helped make education a top issue this election.

On Saturday, YouGov released a new poll of more than 1,000 parents showing education and school funding is a "key issue" in deciding their vote. Only health (50 per cent) and Brexit (51 per cent) outranked it.

The poll reflects recent findings from another polling company, Ipsos Mori, which also reported last week that education was the third most important issue for all voters.

This contrasts with polls taken by ComRes in April, in which education did not make it into the top six issues.

School funding has been central to the election, with grassroots campaigns from Fair Funding for All Schools, Save our Schools and the teaching unions bringing the matter to the wider public's attention.

The School Cuts website has been redesigned by the NUT and the ATL to allow members of the public to contact their local candidates and get a response to the school funding crises.

The site predicts how much an area will lose in funding through unfunded pressures and rising costs over the coming years, and shows how much each school stands to lose or gain under Conservative, Labour and



A far cry from Coalition: Nick Clegg unveils a poster

Liberal Democrat spending plans.

Kevin Courtney, the general secretary of the National Union of Teachers, says politicians of all parties "should be aware that parents are saying school funding will influence their vote".

"Education cuts never heal and we as a country can do better," he said. "At this

general election it is time more than ever to vote for education."

Political parties also attacked the Conservatives over their plan to cut universal free lunches and replace them with free breakfasts, which *Schools Week* revealed had been based on calculations of just 7p per meal.

The Liberal Democrats even emblazoned the figure on posters unveiled by the former deputy prime minister Nick Clegg.

Since our revelation, the Conservative party has flipped-flopped on the cost.

A spokesperson told *Schools Week* that the 7p costing was inaccurate as the party did not know the full extent of the cost which would "vary depending on how many pupils at any given school take up this offer".

Pressure continued to put a price on the policy after research by Education Datalab revealed that costs were likely to be closer to half a billion pounds – even if the meals remained inexpensive and only covered a "small portion of porridge".

When questioned on Radio 4's Women's Hour last week, Justine Greening said the party had now calculated the policy as costing approximately £174 million.

Under Education Datalab's research, however, this would only cover a 20 per cent take-up rate: meaning that either one in five pupils would get to have breakfast each day, or each pupil would only eat the free breakfast once per week.

Grammar schools have also been a conspicuous absence in the party's campaign, despite a specific mention in the Tory manifesto – with May only answering one question on them during the televised question sessions.

She told the live audience that she planned to open more selective schools which "could be free schools" or could be "other types" of schools.

OCR sorry for basic error in English exam sat by 14,000

SCHOOLS WEEK REPORTER

@SCHOOLSWEEK

OCR has been forced to apologise for a glaring error in a GCSE paper sat by thousands of pupils.

The GCSE English literature exam on the Shakespeare play 'Romeo and Juliet' referred to the character Tybalt's hatred of the Capulets, his own family, rather than the Montagues.

The exam board has said it will ensure that none of the estimated 14,000 pupils from 150 schools who sat the exam will be disadvantaged by the mistake, and take account of the error in its marking process.

"We're aware of an error in this OCR GCSE English Literature paper," a spokesperson said.

"We apologise and will put things right when the exam is marked and graded so no student need worry about being disadvantaged."

The incorrect question reads: "How does Shakespeare present the ways in which Tybalt's hatred of the Capulets influences the outcome of the play? Refer to this extract from Act 1 Scene 5 and elsewhere in the play."

The exam board is now investigating their assurance processes however



exams regulator Ofqual said it was "very disappointed" to learn of the incident.

The regulator pledged to scrutinise how OCR would "identify and minimise the impact on these students". It has also sought reassurances regarding the quality of the exam board's other papers to be taken throughout the summer term.

In 2011, a series of blunders across nine exam papers prompted the then-education secretary Michael Gove to express anger and to request actions from Ofqual and the exam boards.

Two years ago, Ofqual also investigated a series of clerical errors made by the group in 2014 which almost led to a delay in the release of A-level results.

Since then, OCR says it has taken steps to ensure its processes are "more robust", and that both the 2015 and 2016 exam series were delivered in line with expectations.

DRET appoints new CEO, with sponsor David Ross installed as chair

JOHN DICKENS

@JOHNDICKENSSW

The David Ross Education Trust has appointed a new chief executive, with the trust's sponsor taking on the vacant chair role following high-profile resignations.

The trust announced that Rowena Hackwood (pictured), a trustee of academy chain Reach2 and a former education director at Capita, has been appointed chief executive.

She takes over from Wendy Marshall, whom *Schools Week* revealed in March had resigned from her post, along with the trust's chair Lord David Blunkett, and two other senior staff.

The trust's sponsor, the Conservative party donor and businessman David Ross, has meanwhile been appointed as its chair.

Ross said that Hackwood had a "strong values base" and was "passionate about achieving the best possible outcomes for children and young people".

"Rowena was able to show her ability and commitment to building outstanding teams," he said, "drawing the best out of her colleagues so that we are in the strongest position to focus on, and achieve, our

collective goals."

According to LinkedIn, since January she's been managing director of Public Leaders, a firm that works with trusts, charities and councils to "operate in a businesslike way, while also remaining true to their moral or ethical purpose".

Before that Hackwood was transformation director at Capita Business Services, one of the main companies to which the UK outsources many of its public services.

The appointment comes at a pivotal time for the trust, which is one of the country's largest.

It was revealed in March that DRET was facing "financial challenges" and had consulted on plans to cut up to 40 jobs under a £1 million cost-saving drive – prompting unprecedented intervention from eight unions.

But Hackwood, who will take on the role in June, said it was an "exciting time to join DRET and shape the trust's journey towards providing an outstanding education for every child in our network".

"We have some solid foundations to build on, and I am looking forward to working with the Trust's senior team to deliver on this commitment."



Tributes paid to superhead Amanda Phillips

JOHN DICKENS
@JOHNDICKENSSW

Tributes have been paid to Amanda Phillips, the “dedicated” and “formidable” superhead who tragically died while on holiday in France last week.

Phillips, who had been chief executive of the Paradigm Trust, died after suffering fatal head injuries from a fall.

David Willis, the trust’s chair, said in a statement: “Amanda’s death is a dreadful tragedy. She led Paradigm Trust with enormous energy, tremendous skill and most of all an enduring passion to give every child an outstanding education.”

Phillips, 62, was known as one of former education secretary Michael Gove’s “magnificent seven” academy leaders, and was made a CBE in 2015.

Dame Rachel de Souza, the chief executive of the Inspiration Trust, which Phillips helped found, described her as a “dedicated teacher”.

“Amanda was one of our founding trustees and her educational expertise was formative in our approach to our very first academies, particularly Great Yarmouth Primary and Norwich Primary,” she said.

“She remained a good friend to the Inspiration Trust and we have been pleased to see her supporting education in our region with Paradigm’s sponsorship of two academies in Ipswich.



Amanda Phillips

“Our thoughts are with her family and friends.”

Toby Salt, the chief executive of the Ormiston Academies Trust, tweeted: “How very very sad. A formidable woman, CEO and impressive head. My thoughts with her family, friends and her Trust.”

Willis added that Phillips will be “missed so much by everyone”, and revealed that the trust is working on contingency plans, with further announcements to be published in due course.

Rebecca Clark leaves for Ark after just a year as RSC

FREDDIE WHITTAKER
@FCDWHITTAKER

The south-west regional schools commissioner Rebecca Clark (pictured) is to leave her role at the Department for Education and take a new job with academy chain Ark.

Clark, who was appointed RSC for the south-west region last April, following Sir David Carter’s promotion to the role of national schools commissioner, is to leave after just one year in post.

She will move to be Ark’s regional director for London and Portsmouth secondary schools.

She was the youngest headteacher in the country when she was appointed at the age of 30 to lead Oasis Academy John Williams in 2009.

She subsequently worked as south-west regional director for Oasis Community Learning, before moving into the RSC role.

Ark is one of England’s largest academy chains, and has 35 schools nationwide.

A spokesperson for the chain said Clark brings “a wealth of experience in the education sector”, adding that it was “fortunate to have someone of her calibre and experience” joining it.

She is the latest schools commissioner to leave the department for a top job at an academy. Of the eight positions, five



have seen a handover within the past two years.

In April, Tim Coulson, the RSC for the east of England and north-east London, announced he was to leave in order to head up Samuel Ward Academy Trust.

And Pank Patel, the RSC for the west Midlands, stepped down in May 2016 to lead an academy for the Ormiston trust.

Paul Smith, the RSC for Lancashire and West Yorkshire, resigned in 2015 to join the Future Academies trust, founded by schools minister Lord Nash.

His replacement, Vicky Beer, announced earlier this year that she too would quit, but then changed her mind, after reflecting on the progress made in her region.

Jenny Bexon-Smith, the RSC for the east midlands and Humber, is meanwhile due to retire this term and will be replaced by John Edwards, a local authority director.

Ailing UTCs look to year 9 recruitment as a lifeline

BILLY CAMDEN
@BILLYCAMDEN

University technical colleges across the country are planning to recruit pupils from the start of year 9 due to the increased demands of the new GCSEs.

A *Schools Week* investigation has found that five UTCs are consulting on the feasibility of taking pupils from year 9, instead of the usual year 10, and more are expected to follow suit.

The UTC project is not currently in the best of health: seven have either closed or announced they will do so, suffering from the need to recruit at 14.

Two weeks ago, Leigh UTC, announced it would be opening an 11-to-14 feeder school next door to its campus in Kent in an attempted remedy.

Now five more specialist technical providers are investigating the prospect of starting pupils in year 9 in part because many schools are allocating three years of pupils’ time to prepare for the incoming tougher GCSEs.

Charles Parker, chief executive of the Baker Dearing Trust, the body that oversees UTCs, told *Schools Week* that he “fully supports” the proposed changes.

Pupils in year 9 are still classed as key

stage 4 learners – the earliest stage UTCs are able to recruit from.

“Many schools now allocate three years to the study of GCSEs increasing key stage 4 from two to three years,” Parker said. “Where this is the case in the local education landscape it is sensible for UTCs to offer the same and we fully support this.”

The new English and maths GCSEs were introduced as exams to be sat this summer – and have been described as “big fat” due to their more expansive demands.

Previously, 25 per cent of higher-tier maths papers, were given over to questions at the A and A* level. In this year’s exams, questions relevant to grades 7, 8 and 9 – the new equivalents to A and A* grades – make up half the paper.

The five UTCs consulting on changing their admissions age to 13 are Liverpool Life Sciences UTC, London Design and Engineering UTC, UTC Cambridge, Sheffield UTC, and Aston University Engineering Academy in Birmingham.

Liverpool Life Sciences, which had 528 pupils on roll last year and is rated ‘good’ by Ofsted, said that a “significant number” of secondary schools in the area now put aside three years for students to prepare for GCSEs.

London Design and Engineering UTC, which only opened this academic year, said the new GCSEs “particularly in maths and English” place a “greater expectation on what students need to know and master”.

As a result, it is proposing that from September 2018 it would have both a year 9 and 10 intake and would from September 2019 only take year 9 pupils.

Meanwhile UTC Cambridge, which has 280 pupils and is rated ‘inadequate’ by Ofsted, has halved its year 10 entry to accommodate the recruitment of year 9 pupils.

From 2018-19 the college will take in 50 students in year 9, 50 in year 10, and 100 in year 12.

Sheffield UTC, one of the more successful institutions of its kind with 467 pupils on roll and a ‘good’ Ofsted rating, is also consulting on expanding its intake to year 9 from September 2018, alongside the grade two-rated Aston University Engineering Academy, which has 509 pupils.

Daniel Locke-Wheaton, principal of Aston, told *Schools Week* he has received an influx of comments from parents complaining that transition at age 14 is now “too late” as a result of the new GCSEs.

SIXTH FORMS LOSE OUT TO SECONDARY SCHOOLS IN PARTY FUNDING PLANS

The spending proposals from all three main parties will see sixth forms receive around 10 per cent less than secondary schools, according to the Institute for Fiscal Studies.

The think-tank claims that, while the three parties are all proposing to spend more on post-16 education, only Labour’s spending plans will result in a real-terms increase.

The other two plans would only serve to keep per-pupil spending for 16- to 18-year-olds constant in real terms.

The IFS also says that Labour and Conservative plans would mean spending per student in 16-to-18 education would remain about 10 per cent lower than for schools.

According to the IFS, spending on 16- to 18-year-olds has “fared substantially worse” than other areas of education funding.

In the spring budget this year, the Conservatives said they intended to spend an additional £420 million on new technical qualifications, and have reaffirmed that commitment in their manifesto.

Because these plans are “slightly more generous” than for schools, the gap between expenditure on 16-to-18 education and secondary school spending per student “would shrink slightly” from its current level of 13 per cent to the mooted 10 per cent figure by 2021-22.

Labour’s proposals would increase 16-to-18 spending per pupil to £5,800, equivalent to an increase of eight per cent over the parliament, but this would still leave sixth form spending “about 11 per cent below” the £6,500 per pupil amount the party would give to secondary schools.



EDITOR'S COMMENT

@miss_mcinerney | laura.mcinerney@schoolsweek.co.uk

Some images of injustice are hard to erase

Some images are hard to shake. Year 6s crying for fear they will “fail” their primary tests. Year 11s drawing on each others’ shirts as they disappear for study leave. Michael Gove making speeches about his knowledge of “Indian sex manuals” (it’s three years now and I’m still not over it).

But, from this week’s paper, one image is going to haunt me more than these. It’s that of a 16-year-old turning up to a fancy private school in order to study for a diploma in “sports turf” management by looking after its cricket, rugby, football and polo grounds, in return for a meagre £3.50 an hour, while other 16-year-olds pay £35,000 a year to study the A-levels which help “the majority” go on to elite universities, according to the school’s own website.

From one perspective, there’s nothing wrong with this. From another, everything is.

Perhaps it isn’t Cheltenham College’s fault that the minimum wage for apprentices under the age of 19 is £3.50. Despite decades of equal pay acts, this country continues, for unfathomable reasons, to allow companies to pay the young a disgustingly low wage.

The school is helping the government meet a target of three million apprentices, a target that’s so beloved that the law was even changed in April to oblige all state-funded schools to allow training providers to promote apprenticeships to pupils. And while £3.50 may not seem so appealing, to a young person with a struggling family, that £130-a-week they get in return for around 30 hours of labour per week is better than nothing, which is what they would receive for studying A-levels. You can see why teachers gurn at the new rules.

But from the other direction, it feels very wrong: this is a level two apprenticeship, and the advertisement says it would prefer applicants to have GCSEs in English and maths already. This is not about offering a job to someone who may have few other training options. And while around one day a week is spent in college, the majority of the time will be spent doing actual work for which the apprentice will receive the lowest possible wage: £3.50 an hour.

The word “minimum” is critical: there is nothing to stop an employer paying more. Many do. The 2014

Apprenticeship Pay Survey by the government found the average level two apprentice was on £6.29 per hour. Even the lowest paid sector, hairdressing, had an average of £3.95 per hour – which could be topped-up with tips.

There’s also something uncomfortable about the juxtaposition of this particular apprenticeship. The apprentice is, literally, laying the foundation for other young people to walk into higher paid professions. One young person can’t even dream of the opportunities afforded to the other. Even if they go on to get the sort of job open to someone with a level two in sports turf management, qualified groundskeeper jobs typically only offer around £12,000 a year – the third of the price of one year of A-levels.

But, so what, says the reader. So you’re telling me some kids don’t get the education of others? That’s not news. Is this just class envy and a cheap pop at the wealthy? Maybe.

Or maybe, as I said, it’s simply that some images are hard to shake. And as the

new dawn breaks on June 9, I can’t help but feel the education secretary must take this image to heart and ask if it’s really the Britain they want. Is this the best we can do for apprentices? Should wages be so low? Why are A-levels considered so elusive. Will grammars help inequality? Should the education maintenance allowance happen? Is giving £11 billion for free university places, some of which will go to privately educated children, smart? Are £9,000 tuition fees too much? Can we honestly, hand on heart, say that we believe the message that this whole set-up gives is that apprenticeships and universities offer equal opportunities and outcomes for everyone?

As I write, I don’t know who won the election. But I do know that if this image, of a 16-year-old mowing the lawn at a boarding school for £3.50 an hour, is etched onto their minds, the new government might just act responsibly as they are handed the keys to the kingdom.





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james.townsend@churchofengland.org or by telephone 020 7898 1515.

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Closing date for applications:
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We are seeking an ambitious, energetic and determined individual to support in the leadership, strategic development and school improvement policy of our academies.

Strong leadership is vital to the success of the Trust. The Rivermead Inclusive Trust would like to appoint an ambitious and energetic Executive Director of School Improvement who will work alongside the CEO to establish and maintain the ethos in line with the vision of the Trust Board.

.....

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

If this position interests you and you want to know more you are very welcome to visit.

For further details including the job description for an informal discussion with the CEO please make an appointment please contact

Mrs Karen Watkin:

PA/Human Resources Manager Rivermead School,
Forge Lane,
Gillingham,
Kent
ME7 1UG.

Tel: 01634 338348

Email: office@rivermead.medway.sch.uk

Closing Date: 29th June 2017

Key Responsibilities:

- To monitor the performance, standards achieved and quality of education in each of the Academies within the Rivermead Inclusive Trust.
- To support the promotion of the Trust.
- To analyse a range of Academy level data and to support Trust Headteacher/Head of School in the interpretation and use of data to raise standards.
- To ensure that the necessary actions needed to bring about improvement are implemented quickly and effectively and to ensure that such actions have the required impact.
- To support the CEO in overseeing the deployment of Academy-to-Academy support and intervention strategies across the MAT.
- To work with the CEO to develop and disseminate highly effective practice across all the Academies within the Rivermead Inclusive Trust.
- To contribute to pre-Ofsted and other Learning Reviews.
- To hold Senior Leaders to account to secure School Improvement across a wide range of schools within the Trust.
- To be the point of contact for dealing with any critical incidents in the Trust.
- To liaise with the local authorities and develop strategic partnerships (including business links) that will further support the work and effectiveness of each of the Academies.
- To be proactive in understanding current local, national and international policy, practice and research in relation to schools working in challenging contexts and advise accordingly.
- To be the key strategic professional for 16-19 (16-25 programmes) programmes within the Trust and be the strategic point of contact for the College which the Rivermead Inclusive Trust partner with.
- Where no Headteacher is present to act as Headteacher where appropriate to ensure School Improvement.

What we can offer:

- A varied and rewarding role where you will be accountable, to the CEO, for ensuring the educational success of the academies within the overall framework of the Rivermead Inclusive Trust plan.
- The benefits of being part of the forward thinking Rivermead Inclusive Trust - and shaping the future for a relatively new MAT
- A wide range of professional development opportunities and the opportunity to work with some of the best educational professionals in the country.
- The Executive Director of School Improvement will be accountable to the CEO to raise standards across each of the schools within the Trust
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Closing date for applications: Friday 16th June - Midday

Interview date: Tuesday 27th June, in Folkestone

Turner Schools seeks to appoint the Principal Designate for Folkestone's new Free School. Folkestone's first new school in a decade. Turner Free School will be an academically ambitious and inclusive four form entry 11-18 school in the Cheriton region of Folkestone (Folkestone was recently voted by the Sunday Times as one of the coolest places to live in the UK).

The school's mission is to set a new standard in non-selective education in this selective county, by giving all pupils the cultural capital they need to thrive in the modern world. In addition, to give pupils a leading edge for further education and employment, modern foreign languages will be emphasized, with the aspiration that all pupils will achieve a working standard.

SCHOOLS WEEK



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Tory pledge guarantees 17 extra free schools

**@gillhudson**

Do we really need this? Spend the money on existing schools first

Take a tutor and term-time breaks are on, says agency

**Elaine Gidman**

The idea of taking kids in term time is because it's cheaper so how the hell do you expect people to afford a tutor... worst idea I've heard.

**@DrDav**

Fairly sure adding a tutor to the cost of a holiday is not a viable option for the majority of families.

Tories backtrack over 7p breakfasts

**Clemmie Yarde**

Schools will need to hire extra staff to cover the raise in intake for breakfast clubs as it will still be many kids' only meal of the day, so where's the saving? Those parents who need to utilise the free breakfast probably can't afford school or packed lunch so the kids will be hungry throughout the school day and their performance will deteriorate. Yeah, good job.

Brigid Margaret

Who was it said the tory manifesto should come with a free bottle of tippex?

Poor verbal skills weaken 30,000 pupils' GCSEs

**@RBelleFortune**

Promoting oracy practice from a young age and modelling debating are critical steps to success in the curriculum and child's confidence

Rich kids who do NCS less likely to go to university

**@Trivium21c**

But is the national citizen service a good experience in itself? Is this a good example of us over-measuring things?

MAT expansion allowed – despite an Ofsted grade 4

**Dave Crathorne, FACEBOOK**

No accountability, no ruling body and taxpayers' money seeping out in high salaries and back pockets. The money is for education not executive boards to have lunch.

**@55555smd**

This is simply wrong: is Ofsted about to be abolished to save money and protect academy profit?

@edujdw

I'm guessing failed LA state provision can expand? No? oh... OK I'm, sure there's a good reason... oh wait, yes, it's a MAT that must be it.

Leadership of school leadership is a white male preserve

**@EquitableEd**

Important piece by Kate Chhatwal. We shouldn't have to point this out again and again in 2017!

@KathyAugustDBE

And when you look at the pattern of MAT CEOs there is the same worrying lack of diversity.

@susanSTEMzone

Hear hear! A pattern repeated across many industries too. No wonder young girls find it difficult to see female role models in life

@michaelpain

Glad to say that majority of MAT CEOs on our #MATleaders networks in North West & Yorkshire and Humber are female. Showing what is possible!

Pupils profit from art project

**@brighton118**

I love this – what a fantastic idea. Maths, marketing, creativity, design... great to see it.

DO YOU HAVE A STORY?

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Doughnut catchments on the menu

REPLY OF THE WEEK

**Rachel Brindle, address supplied**

For goodness sake, as a parent of three intelligent, hardworking children, all I want is a good local primary and secondary school education for them. After that they can "doughnut" into higher/further education! How are politicians seriously going to address the school run pollution problem if they further fragment local admissions and do not incentivise walking and cycling and discourage misuse of the car? I think education and local sustainability will be the way I vote this time.

REPLY OF THE WEEK RECEIVES A SCHOOLS WEEK MUG!



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PROFILE

“WILL I STOP DOING WOMENED NOW THAT I’M A HEAD? ARE YOU HAVING A LAUGH?”

LAURA MCINERNEY

@MISS_MCINERNEY

Hannah Wilson, headteacher at Aureus School

On a half-finished housing estate, nestled between between the A4130 and Wantage Road in Oxfordshire, builders are finishing a utopian dream of suburbia. Over 3,300 new homes are under construction, alongside retirement flats, dentists, pubs, sports parks. It’s as if town planners from the 1950s time-travelled to the present and knocked themselves out with delight.

One of the selling points for the homes is the new Aureus secondary school due to open in September. An epic £19 million construction, with huge playing fields, gigantic design technology rooms, fancy science labs and... a pink computer room?

Hannah Wilson, the head of the new school, flips on the lights and smiles.

“I did it to subvert expectations,” she says, before heading off down to the atrium where a squad of hard-hatted, high-vizzed builders are putting the finishing touches to the building. Her excitement is palpable.

Though it is Wilson’s first headship, she is a familiar face to many in the education sector, having worked for ten years at Harris, the large London academy chain. She is also one of the founders of WomenEd, a grassroots movement which runs wildly successful “unconferences” across the country.

The pink computer room is one of WomenEd’s influences: as are gender-neutral toilets. While I’m there she asks for a “work table” to be removed from the staffroom. “This will be a place to chill,” she says, “the offices are for working” (there are lots of them).

Outside, in the yard, she has worked with the developers to create zones for sports, sitting and talking. Is it like her own school?

“No,” she says, “my school was nothing like this one.”

Brought up in a “bit of a bubble” in north Devon, Wilson’s parents announced when she was 10 that they would be sending her to West Buckland, a private school on Exmoor with a military background and a massive legacy. The young Wilson, who was getting on well at her local state primary school, was mortified.

“I was not happy. We had long conversations about it and they were adamant it was right for me,” she says. “To this day I think they wasted their money.”

Although she used the school’s extensive sport and performing arts facilities, and had plenty of friends, she always felt annoyed at being at the school.

“It was very materialistic. Everyone was either going to be a lawyer or a doctor I just didn’t want to be there. It wasn’t people I wanted to associate with. It was very old school.”

Her father had attended the school, and is still the captain of the old boys’ shooting club. Her sister attended. And, even now, most of her family send their children to private school.

“It’s interesting watching the cycle not breaking,” she says. “How a certain generation are always aspiring to the situation where they’ve got the money and status to go private. I challenge them, but we have a pact now that I cannot talk education at dinner parties.”

At 16 the tables turned and she informed her parents she would be going to the local college: “They couldn’t

really stop me at that point.”

Although attending North Devon College – a massive FE college – brought the reality, diversity and excitement Wilson craved, it had downsides.

“The quality of teaching was not good. The class sizes were massive. My French teacher was shocking and my mum had to pay for me to have teaching in the evenings, which was an interesting tension,” she recalls.

Her English teacher, however, was inspiring and encouraged her to apply for university which she did, though not before she almost died during a disastrous fall down a ski slope saved only by her mother – who is almost a foot shorter – hurling herself into her path.

The next day, with no skin on her back and blood seeping through her bandages, her father dragged her back out on to the slopes. “He told me that if I didn’t ski today, I’d never ski again. That’s the Wilson character-building secret. We pick ourselves up and go back to it.”

After studying English at the University of Kent, a stint of office jobs put her off working in publishing or journalism as she planned. “I can’t sit at a desk,” she says.

Aware of teacher shortages in the early 2000s and lucrative golden handshake incentives, she took a PGCE. Her first job was in a grammar school in Kent. She found the idea uncomfortable but with a mortgage to pay the choice was simple: “I said yes because they would pay me from July the first.”

Finding the atmosphere stilted, she lasted one year before moving to Beverley Boys High School in Kingston, London. “It was very much bottom of the local school pyramid. Lots of gangs. A falling roll school. I had to confiscate baseball caps every day. I learned a lot about how the lack of systems and consistency creates stress.”

Wilson persisted though and became a head of year and department, before moving to Harris Merton in south London. The ethos there was quite different.

“Andy [the head] recruited an amazing team. Everyone had pastoral experience. It was a loud, proud school, with 1,200 kids. But we had systems, and transparency, and zero tolerance. You know where you stood and the kids knew where they stood. It was all the things I wanted.”

Eventually, after eight more years in school, she took a role at Harris’ central office. “That was really interesting... the ivory tower, 80 people over two floors. It is an absolute machine. I learned so much!”

Through these activities Wilson befriended a number of other female school leaders who also blogged, including Helena Marsh and Jill Berry. The group met one half term at the Hilton hotel on the motorway

HANNA

services at Bracknell, and over a cup of tea the women decided to run an event focused on female leadership, and tweeted about it. Microsoft offered a venue and the first WomenEd event ran in October 2015. Since then, local chapters have sprung up, and even an international WomenEd conference ran in Canada this April.

Through the events she met Jon Chaloner, chief executive of GLF, the academy chain overseeing Aureus school. Impressed with Wilson, Chaloner offered her the chance to build a school from scratch – and she took it.

She is building the school based on the values developed throughout her career, but it’s not without difficulties. At one point Wilson mentions the school uniform won’t include ties for girls, “because why would you make girls wear ties?”

I ask why a transgender student should have to choose which type of shirt and tie (or not) to wear? She stops and reflects. She later tweets that discussions are ongoing.

Such challenge is not new to Wilson though who, given her relationship with WomenEd, often gets criticism thrown her way. What is her trick for managing it? “Not caring,” she says, “or, at least, I don’t lose sleep



SARAH WILSON

over it.”

“If people say something rude to me I address it courteously and then I move on. As long as you believe what you’re doing then you shouldn’t really care what other people do or don’t say.”

What the WomenEd, and the race equivalent BAMEed, have offered her is access to a group of diverse talent. “I’ve not paid for a single advert,” she says. “I’ve saved myself thousands and recruited amazing people from those networks. So when people ask me if I’m going to stop doing WomenEd now that I’m a head I think ‘Are you having a laugh?’”

And, as her parents learned when she was 10 years old, if you think she’s wrong, she’s likely to go on and prove you otherwise.



First visitors around the Aureus academy



Computer labs awaiting computers



Gender-neutral toilets

IT'S A PERSONAL THING

What is your favourite book?

For my students it has to be Maya Angelou’s ‘I Know Why the Caged Bird Sings’. I know that’s pretty clichéd, I know everyone says that, but I love Maya Angelou’s poetry and writing.

If you could have billboards all across the country with a slogan on them for a week, what would you pick?

Be 10 per cent braver.

Describe a party you went to as a child

I had a fancy dress party for my birthday every year. My mum and dad are mad party people. We had a punk party when I was eight or nine. And I remember playing that game where you cut chocolate up with a knife and fork and you have to put clothes on.

What would you do if you were invisible for the day?

[She pulls a cheeky face] There’s so much you could do if you were invisible for the day. But I’d just sit around naked. No, please don’t publish that! [After some coaxing] Oh go on then! It’s funny. It’s about having no inhibitions.

If you could be an animal, what would you be?

An elephant. They live for ages and the women run the herds.

OPINION: TROJAN HORSE REACTION



LEE DONAGHY

Former senior leader at Park View School, Birmingham

The Trojan Horse hearings have been an abuse of justice

Five of Lee Donaghy's former colleagues have had their careers muddled and their careers ruined, he argues, through politically-motivated negligence

As headteacher from 2001, Lindsey Clark transformed Park View School in Birmingham from a byword for low standards in the city into a school feted by a prime minister, with David Cameron citing it in 2010 as an example of a school succeeding against the odds.

She was even awarded an OBE for services to education in 2013, but last week released a statement describing herself as "utterly spent – both emotionally and psychologically". She has been brought low by having to defend the way she ran Park View in front of a professional conduct hearing of the National College for Teaching and Leadership.

The hearing was stopped on 30 May by the independent panel hearing the case, after, in their words, "an abuse of justice" by the NCTL, which failed to fully disclose to the defence the witness statements upon which its case was based.

Along with another four of my ex-colleagues, Clark had been accused of allowing "the inclusion of an undue amount of religious influence" at schools in the Park View Educational Trust, in a case linked to the Trojan Horse affair.

There are two more pending NCTL hearings involving similar allegations, against a further five of my ex-colleagues. Having followed the three cases closely and given evidence at two of them, it is no surprise to me either that the case last week was thrown out, or that the process has taken the kind of toll described in Clark's statement.

The proceedings began two and a half years ago, and each of my ex-colleagues has since been subject to an interim prohibition order forbidding them from teaching. In that time one of them retired years early on grounds of ill health, sacrificing a significant chunk of his pension entitlement. Another was forced to retrain in a different sector.

Two have hung on, determined to clear their names and return to teaching, suffering financial hardship in the process. They remained in suspended animation, employed (and supported – because they've patently done nothing wrong) by their schools but unable to teach. As for Clark, having already retired from teaching in 2014, it seems ludicrous she should have been pursued to the point of exhaustion. These

hearings were politically motivated from the outset, and monumentally ill-judged and chronically mismanaged – and every teacher in England should be aware of how disgracefully the body which holds their right to teach has behaved.

It was a massive overreaction by Ofsted and the Department for Education to the hoax letter, which created a climate of moral panic out of all proportion to the seriousness of the allegations.

In such a fevered atmosphere, it would have been impossible to have given the accused a fair hearing, even if the NCTL had been able to conduct itself competently. In the event, in its determination to get

“**All the while, my ex-colleagues have shown unimaginable fortitude**”

the teachers, the National College abused process to such an extent that it "offend[ed] the panel's sense of justice and propriety".

Meanwhile, the three cases, although clearly overlapping in terms of allegations and evidence, have been heard separately.

This confusion led in October 2016 to the High Court striking down the teaching bans imposed in the only case to have concluded so far, on the grounds of 'serious procedural impropriety', because of the NCTL's failure to disclose evidence used in one of the other cases. In another of the three cases, one of the accused teachers was cleared by the panel of all allegations after the NCTL failed to offer any evidence against him in the first four days of the hearing.

Finally, it's all been chronically mismanaged: from the constantly changing allegations before they began, via frequent months-long adjournments, to the late and non-existent disclosure of evidence to the defence counsels, which last week eventually persuaded an exasperated panel that justice could not possibly now be done.

All the while, my ex-colleagues have shown unimaginable fortitude, arguing that the education we provided at Park View represented best practice and transformed hundreds of lives: a legacy that cannot be taken away.



JAMIE MARTIN

Former special adviser to education secretary Michael Gove

Our schools need to be more vigilant on Islamism than ever

We must not downplay the seriousness of Trojan Horse, claims Jamie Martin, even if the case collapsed

Barely a week after the Manchester Arena attack – which was carried out by someone educated in the English state school system – a procedural failure led to the collapse of misconduct hearings against three teachers suspended after the 2014 Trojan Horse controversy. It is important to note as they were not tried for the charges, they were therefore not cleared of them.

I was a special adviser at the Department for Education at the time the Trojan Horse case was first brought to the government's attention. In light of the Manchester and London Bridge attacks, I not only believe we were right in our robust response to Trojan Horse, but also that we must now take deeper action to rid our schools of Islamist ideology.

People who downplay the seriousness of Trojan Horse, claiming those involved exhibited "mainstream" Islamic views, are guilty not only of stunning naivety, but of a dangerous error.

Wrongly equating Islamism – a fascist ideological distortion of Islam – with majority Muslim values fatally undermines our attempts to defeat it.

After receiving a whistleblowing letter, Peter Clarke, one of Britain's most distinguished counter-extremism experts, was appointed to investigate. He confirmed "the majority" of the letter was correct and that there had been a "coordinated, deliberate and sustained action ... to introduce an intolerant and aggressive Islamic ethos into a few schools in Birmingham".

Instead of challenging extremism in Birmingham's schools, the government had consistently handed influence and power to those who advocated it. Tahir Alam, the chair of governors at Park View Academy described by Clarke as a "central figure" in the scandal, was paid by Birmingham Council to train other governors and was put on local and national faith advisory groups, after he publicly argued that in schools "girls [should] be covered except for their hands and faces" and that homosexuality should be declared "not acceptable".

Unsurprisingly, when investigating Park View, Clarke discovered gender segregation, assemblies with anti-Jewish speakers and messages between members of the "Park View brotherhood", a WhatsApp group of senior teachers who described gay people as "animals", promoted antisemitic images and suggested that Lee Rigby's murder was a hoax. Park View, Clarke concluded, "sought to export its Islamising blueprint" to local schools. with staff using influential positions

to "introduce compulsory faith practices into a non-faith school".

The result was that schools across Birmingham fell under the influence of "a deep strand of intolerance and attitudes that are totally inappropriate for those who aspire to educate young people".

The path from this ideological extremism to violence has been well marked, including in the personal stories of Islamists turned counter-extremism experts Ed Husain and Maajid Nawaz. Nothing could be more dangerous than incubating Islamism in our schools, and after the attacks in Manchester and London, nothing is more urgent than driving it out of them.

The government should appoint Peter Clarke, or another similarly qualified investigator, to conduct a thorough review of Islamism in schools and colleges. As well as recommending individuals for criminal and professional sanction, it should produce a list of Islamist organisations whose members and sympathisers, like the BNP, are banned from the classroom, government funding and positions.

Guidance on identifying Islamism should be issued to every school and made a core part of initial and ongoing teacher training. Ofsted should enter at-risk schools at no notice with trained extremism experts. The special favours faith schools receive from government must end.

Schools and the government must make

“**Equating Islamism with majority Muslim values fatally undermines attempts to defeat it**”

a clear choice about the organisations they work with. They must sideline those like the Muslim Council of Britain, which openly challenges the government's Prevent agenda and published a 2007 paper co-authored by Alam calling for all girls to wear the hijab and rules all pre-marital relationships – whether homosexual or "girlfriend/boyfriend" – unacceptable. Counter-extremism experts like Quilliam, and Muslim groups who support Prevent and champion gay and women's rights, must be embraced.

It's a sad reflection of modern Britain that schools are in the frontline of the battle with extremism. For teachers, as for the rest of the country, this is a battle that we did not choose, but one that we have to win.

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REVIEWS

TOP BLOGS
OF THE WEEK

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Our blog reviewer of the week is Jill Berry, a former head turned educational consultant, author and Twitter addict @jillberry102

Being a Head of Faculty – A guide to a happy team

By @ladybarkbark

My first choice this week is a few months old, but I came across it only recently (the joy of Twitter). Sarah Barker talks succinctly here about what she thinks makes for effective faculty or department leadership. This is astute, grounded and sensible advice, much of which I suggest is relevant to leaders at all levels: be approachable, address perceptions, understand and value your team and show your appreciation, share the load, show loyalty and humanity. Absolutely.

And the floodgates opened

By @OHaganCarmel

And speaking of Twitter... Although I am a great advocate for it and for blogging as powerful sources of networking, support, dialogue, reflection and learning, I do understand the darker side of educational social media. Following some adversarial and angry exchanges in recent weeks, Carmel O'Hagan has produced a thoughtful and useful post detailing what can go wrong, possible repercussions and advice for those who can be caught up in such interchanges. We won't all agree. We still need to be professional and careful about what we say and how we treat each other online, just as we would/should in our face-to-face interactions.

He's behind you! The real enemy of promise

By @debrakidd

In a similar vein, Debra Kidd reflects here on the challenge of addressing disadvantage and how, in her view, educationalists fighting among themselves and blaming each other for failing adequately to address this in our schools "lets the government off the hook". Referring to the progressive/traditional education debate, direct instruction and discovery learning, Debra suggests that

flexibility, adaptability and an astute appreciation of context will take us further than polarised debate, which can become a distraction in the current political climate.

Unconscious bias – Overcoming barriers

By @MalCPD

This post, by Mal Krishnasamy, was written as part of a #BAMEed #digimeet. #BAMEed, operating in a similar way to #WomenEd, is an initiative which is designed to raise awareness of issues faced by teachers and leaders from Black, Asian and Minority Ethnic backgrounds. It aims to support, motivate, inspire and advocate for educators in the BAME community, and the #digimeet on @staffrm gave voices to many who shared their views, experiences and strategies. Mal talks here of unconscious bias, intersectionality and her journey as a working-class woman from a South Asian background facing bias from a number of quarters, and detailing how she found a way through this.

The cartography of learning: The core principles of effective feedback

By @josepicardoSHS

My penultimate choice comes from Jose Picardo, and it is a balanced, well written and carefully considered piece about how to ensure we use feedback in as positive and productive a way as possible. Referencing Wiliam and Hattie, Jose explores the benefit of making success criteria explicit, delivering feedback regularly before, not after, summative assessments, focusing on how feedback is received and its capacity to help learners to plot the most constructive way forward, and carefully choosing the most appropriate methods of giving feedback.

A word of thanks: our profession is packed with brilliant, passionate people

By @teacherhead

Finally, this post by Tom Sherrington gave me a lift, and I hope it will do the same for you. We know times are tough and the challenges schools face are considerable. We understand the demands of our profession and how difficult it can be to achieve a sustainable balance between our professional and personal lives. But Tom lists here a number of reasons to be cheerful, beginning with his conviction that our schools are full of committed, talented individuals. The post is a powerful tribute to "all the people who manage to keep their heads above the grindstone to look ahead to something better, and share their optimism or share ideas about doing the job even better". If you're reading the *Schools Week* educational blogs review column, I suggest that's you.

A Manifesto for Creative Dissidents

By Phil Beadle

Published by Crown House Publishing

Reviewed by Summer Turner



In this book, Beadle argues from the position of a system-breaker and does so with a rage which can only suggest he feels like a genuine outsider. Reading the first 50 pages of the book is tough, not only due to the bizarre layout which includes several pages in an enlarged font and others with two or three words dropped in various corners, presumably in a nod to subversiveness, but also because of the toxic levels of anger that permeates each page.

Metaphors of slavery and oppression are spat out at the reader, cleverly positioning those who agree with the writer as freedom fighters, artists and truth seekers, while critics are at best 'intellectually paltry [...] guardians of average' and at worst 'slavers'. Yet in his battle against the elite Beadle seems to have neglected to notice that as a progressive celebrity teacher, he is himself the elite, and the ideas of writers such as Barnes, Wilde and Hitchens that he references throughout are hardly those of the underdogs.

When the book moves beyond the visceral emotion, we begin to get more of a sense of humility and with it some actual ideas to put into practice. Beadle's work as a writer becomes useful fodder for advising fellow writers; he challenges the notion of writing talent emerging through osmosis after reading great writing and instead encourages building knowledge of writing, whether it be grammar, punctuation or imagery, alongside regular deliberate practice. Equally he includes sage advice for creatives about the balance between ideas and action: real mavericks will be judged by their output, not simply by the ideas they manifest.

Despite describing evidence-informed work as 'a bloodless script delivered by clueless automatons', the nods to deliberate practice, mastery and honing your craft based on your strengths don't seem far from Willingham or Lemov, while chapter three, where he discusses the importance of failure, feels like Carol Dweck's 'Growth Mindset' on speed. It is in this practical advice to an imagined maverick reader where Beadle finds his rhythm and offers some interesting thoughts on the self-imposed behavioural handicaps we use to protect ourselves against failure. The different chapters on production, work and performance all contain glimpses of



sensible ideas such as how to maintain your creative voice while making the most of interesting collaborations, and the importance of chipping away at your work even when you plateau.

Modelled as a manifesto, one can understand the lack of detail and the reliance on overarching ideas and values, though avid readers of educators and social scientists will find this frustrating. There is also something admirable about Beadle's writing style, which is poetic at times and demonstrates his commitment to the idea of the writer as artist, though it does lead to style over substance. Beadle advises creatives not to worry too much about evidence or detail, relying instead on experience and true voice, so perhaps this is a calculated choice. It often feels as though the book is a deliberate provocation: it is flooded with contrasts, contradictions and non-sequiturs (one segment on appearance claims 'your hair will be the object of much derisive laughter') that seem like a knowing challenge.

The book's call to reject the 'beige' of conformity and mediocrity, and to work hard and hone the quality of creativity is worthy, but is lost amongst the simmering resentment and ideological agenda in which the book is immersed. The reader is asked to reject the mainstream and the popular in favour of their individual voice but this includes an implicit acceptance of a particular set of tastes, whether these be musical, literary or political. Despite being told that a maverick sings to their own tune, it appears that this tune has to be chosen from Beadle's carefully crafted playlist.



A week in Westminster

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

THURSDAY:

There were cries of hypocrisy today as John McDonnell faced questions over his links to a failed free school.

The *i* newspaper reported that the shadow chancellor wrote a letter "championing a free school bid led by a local faith group in his constituency of Harlington and Hayes in West London, despite his party pledging to scrap the policy".

It is true Labour wants to end the expansion of free schools, but as the policy is currently the main way to get new schools open, can you blame him supporting local people to get one?

FRIDAY:

Justine Greening wasn't too keen on giving her personal view on grammar schools when she was grilled by Jenni Murray on *Woman's Hour*, sparking speculation that she might be replaced.

The education secretary was filling in for Theresa May, who was on a term-time

holiday, but when asked if she was a fan of grammars, Greening simply said she was in favour of "giving a choice to communities".

We can only assume that by "choice", she means for the 20 per cent of kids that would get in, and not the 80 per cent whose only choice will be a secondary modern.

MONDAY:

There has been further speculation about Greening's future, with some suggesting that Liz Truss, most famous for her love of pork markets and shouting "THAT IS A DISGRACE" at Tory conference-goers fame, could take the top education job in a new May ministry.

Truss, a former schools minister, is a controversial figure known for once telling primary teachers that she couldn't understand why you differentiate work for children – after all, isn't that the soft bigotry of low expectations?

It's going to be pretty hard for her to explain why some kids should have a different type of school based on their abilities, then.

TUESDAY:

Theresa May has hinted she may be willing to boost her party's plans for better mental health training for school staff.

The PM told Radio 1's *Newsbeat* that she wanted to see staff in "primary and secondary schools" trained to help identify issues. This goes further than the plans announced earlier this year to fund mental health first aid training in secondary schools only.

WEDNESDAY:

The popular *School Cuts* website run by the teaching unions has become an inconvenience for Conservative candidates across England during this election campaign.

It allows the public to see how much money their children's schools will lose or win according to which party gets in, and compares the impacts of their parties' policies (spoiler: schools will lose the most in real-terms under the Tories).

The site is generally seen as a reliable

source of information. So reliable, in fact, that some Conservatives have used it to campaign against their own government's spending decisions.

However, it has all got a bit too much for Antoinette Sandbach, who is by now likely to have been returned as the Conservative MP for Eddisbury in Cheshire.

Sandbach informed the Fair Funding for All Schools campaign group that her election agent is monitoring the site "because it is an election offence to misrepresent the position of candidates".

She has also written to constituents, claiming the government's national funding formula has been "abandoned" and that "no local schools will see any cut in their budget". She also accuses the *School Cuts* website of using "inaccurate data", which is odd, because it's based on government data and information from her party's own manifesto.

She might want to get that election agent to monitor her own material.

CHECK OUT @SCHOOLSWEELIVE FOR LIVE TWEETS OF WESTMINSTER EVENTS



Name Chris Hildrew

Age: 42

Occupation: Headteacher

Location: Somerset

Subscriber since: January 2017

Fly on the Wall is a chance for you, the subscriber, to tell us what you love (and hate) about *Schools Week*, who you'd like to spy on and, of course, what the world of education would look like if you were in charge...



FLY ON THE WALL

Where do you read your copy of *Schools Week*?

I skim-read the electronic version in bed on Friday morning, then give it a proper read in my office after school to wind down at the end of the week.

Which section of the paper do you enjoy the most?

I love Laura McInerney's editorials, but I really enjoy *Movers and Shakers*, because I'm nosy and I like to know what's going on!

If you could wave a magic wand and change one education policy, which would it be?

I would outlaw private and selective schools so that all communities could have a good local school to serve them well on a level playing-field.

Who is your favourite education secretary of all time?

Estelle Morris; I heard her speak once, and she seemed to me to be the only education secretary who really listened to the profession, making policy without trying to advance a personal agenda.

What is your favourite story or investigation reported in *Schools Week*?

The coverage of the white paper in March 2016 was very good, but the story about how so few schools are named after women got me thinking and has stuck with me ever since.

What do you do with your copy of *Schools Week* once you've read it?

I get the electronic version, so I file it away in my email *Schools Week* folder.

What would you do if you were editor of *Schools Week* for a day?

Panic. I know nothing about running a newspaper! But I'd probably do a story about which headteacher can do the most tricks with all the fidget spinners they've confiscated.

Favourite book on education?

Although not solely an education book, Dweck's *Mindset* has had the most influence on me. More recently I found Lucy Crehan's *Cleverlands* really thought-provoking.

What new things would you like to see in *Schools Week*?

I always like "my favourite teacher" features because it reminds me that the influence we have extends years and miles beyond the classroom, and that we do make a difference every day.

If you could be a fly on the wall in anyone's office, whose would it be?

In education terms I'd be fascinated to see what Justine Greening says about grammar schools behind closed doors after having to defend the policy in public, but actually I'd love to be fly on the wall in the Oval Office. That would be fascinating – and, I imagine, terrifying.

School Bulletin *with Sam King*

If you have a story you'd like to see featured in the school bulletin, email samantha.king@schoolsweek.co.uk



Walking for water

FEATURED

A year 8 pupil has been living off water he has collected from a local spring for three days as part of a school project.

Henry Garrard, a pupil at Wycliffe Preparatory School in Gloucestershire, has been using just 20 litres of water a day to raise money for WaterAid. For comparison, the average person in the UK uses around 150 litres each day.

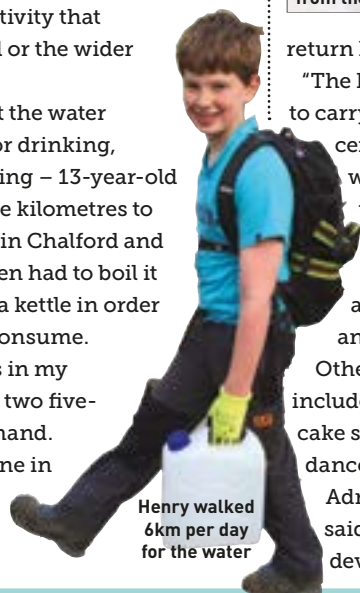
Through donations and online fundraising, he raised a total of £556 for the charity, which campaigns to bring access to clean water and sanitation to people in poverty-stricken areas.

The project was part of an annual school initiative that encourages pupils to undertake an activity that benefits the school or the wider community.

In order to collect the water – which he used for drinking, cooking and cleaning – 13-year-old Henry walked three kilometres to the nearest spring in Chalford and back again, and then had to boil it for ten minutes in a kettle in order to make it safe to consume.

"I carried 10 litres in my rucksack and then two five-litre bottles in my hand.

On average someone in Africa walks six kilometres a day to get water and



Henry walked 6km per day for the water



Henry collected 20 litres of water from the spring in Chalford

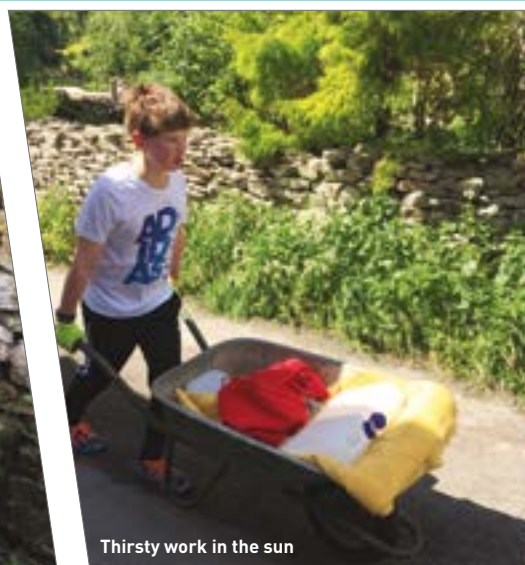
return home with it," Henry said.

"The hardest part of the challenge was to carry the water and then wash in a centimetre of water when you really wanted a power shower. It felt like I was washing up in a puddle with a flannel.

"Now when I turn on a tap I think about how much water is being wasted and I make sure that I am more careful."

Other projects organised by pupils included organised sports tournaments, cake sales, sponsored swims, and a tea dance for pensioners.

Adrian Palmer, the school's headmaster, said: "The 'Kirby Challenge' award was developed to prepare year 8 pupils for



Thirsty work in the sun



Lunch on a home-made stove

the transition to the senior school.

"Henry's imaginative and difficult project embraces the spirit of the challenge. He has pushed himself but also helped the community by raising more than £550 for WaterAid."



PERIOD BUS GOES WITH THE FLOW

An organisation that tours schools on a bus educating boys and girls about periods is getting a second vehicle following overwhelming demand for the sessions.

The 'betty bus' is a travelling classroom that delivers free interactive workshops to children aged eight to 12 about periods and how to deal with them.

Designed to support the PSHE curriculum, the scheme also works with boys to develop their understanding and empathy towards that time of the month.

Since first launching in March, the bus has now visited over 70 academies, comprehensives, free and private schools across England and Scotland.

The second touring bus will be ready by September, allowing the scheme to be accessed by a further 380 schools.

Becky Hipkiss, the education manager at Betty for Schools, said: "The tremendously positive impact of the bus and overwhelming number of requests we have received for it are both cause for celebration and pause for thought.

"We're delighted that young people get so much from their experience and that teachers see it as so valuable, but this also highlights the real need for a change to the way we teach about periods."

To request a visit from the bus and to find out more, visit: bettyforschools.co.uk/betty-bus

The art of applying research



John Tomsett

Key figures in education have come together for a regional conference on putting research into practice in schools, especially during a budget crisis.

Speakers included Sir Kevan Collins, John Tomsett and Alex Quigley, who discussed ways to make better use of evidence to inform teaching and learning in the North Lincolnshire and York regions.

Tomsett, the headteacher of Huntington School, explained why evidence should be used when budgets are tight, and how sharing key information can be valuable.

The event was organised by Huntington Research School, together with North Lincolnshire county council and the Research Schools Network – a national project aiming to create a network of schools sharing teaching tips and innovative ideas

based on academic research.

The event, which hosted academics such as Professor Kate Cain of Lancaster University and Dr Joni Holmes from the Medical Research Council's Cognition and Brain Sciences Unit in Cambridge, was open to teachers and school leaders based in the area and beyond.

Alex Quigley, the director of Huntington Research School, said: "Research evidence is not some shiny bauble extra on the tree, it's integral to our work in school improvement. As teachers, we need to use every tool."

There are currently 11 primary, secondary and special schools involved in the network – which is overseen by the Education Endowment Foundation and the Institute for Effective Education – with five more set to join at a later date.



Horsing around: pupils meet the residents
Inset: Mucking out

Visiting the neighbours

A team of Surrey primary pupils have had a hands-on lesson in donkey and horse care during an outing to an RSPCA rehabilitation centre.

Year 8 pupils from Kind Edward's Witley mucked out stables, cleaned paddocks and learned about donkey and horse nutrition during a day at the Lockwood Centre for Horses and Donkeys.

The trip to the centre – which is run and managed by the RSPCA – was part of the school's King Edward's Pursuit of Excellence initiative, which requires younger students to gain knowledge and experience outside

of the classroom.

"The decision to work with the Lockwood Centre was made entirely by the children and it was wonderful to see them putting so much effort into their practical responsibilities on the day," said Steve Gardner, the head of lower school.

Year 8 pupil Christian Brunton loved it, adding: "I did many things that I had never done before, like scooping up donkey poo and disinfecting barns. It gave me an insight on how donkeys are mistreated and how they are brought back to health."



MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving



JON SILLAR

HEADTEACHER OF
AURORA REDEHALL
SCHOOL

START DATE May 2017

PREVIOUS JOB

Deputy Headteacher of Barrs Court School and College

INTERESTING FACT ABOUT YOURSELF

His first teaching experience was volunteering in a Himalayan village school, run by the local Buddhist monastery in Sikkim, India.



SARAH LOVELL

FINANCE DIRECTOR AT
THE CABOT LEARNING
FEDERATION

START DATE June 2017

PREVIOUS JOB

Senior finance manager at the Cabot Learning Federation

INTERESTING FACT ABOUT YOURSELF

Lovell, who qualified as an ACCA accountant in 2012, recently ran the Bristol 10K with a team of over 70 colleagues.



TERRY PARKIN

CEO OF KING'S GROUP
ACADEMIES

START DATE

September 2017

PREVIOUS JOB

Board member and trustee at King's Group Academies, and managing director of Monkmead consulting

INTERESTING FACT ABOUT YOURSELF

Parkin was one of the team which first drafted the science national curriculum, and he published a number of science text books in the 90s. He has sat on the national council of the Association of Science Education, and spent three years as a professional adviser to the Scout Association.



ANGELINA IDUN

DIRECTOR OF SCHOOL
IMPROVEMENT AT SSAT,
THE SCHOOLS NETWORK

START DATE June 2017

PREVIOUS JOB

Acting principal of Ark Evelyn Grace Academy

INTERESTING FACT ABOUT YOURSELF

Idun started out teaching English as a foreign language in Istanbul, before training as an MFL teacher at King's College London then working in schools across south London.



MARC ROWLAND

RESEARCH SCHOOL LEAD,
ROSENDALE PRIMARY SCHOOL

START DATE June 2017

PREVIOUS JOB

Director of policy and research at the National Education Trust

INTERESTING FACT ABOUT YOURSELF

As research for his book 'The Pupil Premium', Rowland visited more than 100 schools over two years to see how they used their extra funding.

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SCHOOLS WEEK Sudoku challenge

			7	6	3			9
					8	3	4	
			9	2	1	6		
2	3			4	8			
		1	8				3	5
	8	3	5	4				
	2	4	3					
6			2	8	9			

Difficulty:
EASY

	1	8			7	6		9
9		3			8			2
7				4				
	9				5	8		
8								4
		7	8					1
				6				5
3			1			4		7
2		4	3			1	6	

Difficulty:
MEDIUM

Solutions:
 Next week

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Last Week's solutions

1	9	7	6	5	2	8	4	3
5	6	3	4	7	8	2	9	1
2	8	4	1	9	3	6	7	5
7	4	6	8	2	1	5	3	9
3	5	1	9	6	4	7	8	2
8	2	9	5	3	7	1	6	4
4	7	5	2	8	9	3	1	6
6	1	8	3	4	5	9	2	7
9	3	2	7	1	6	4	5	8

Difficulty:
EASY

4	7	9	2	6	8	1	5	3
3	2	6	5	1	4	7	9	8
8	1	5	7	9	3	6	2	4
7	6	2	8	3	1	5	4	9
1	9	8	4	2	5	3	6	7
5	3	4	6	7	9	8	1	2
2	8	1	3	4	6	9	7	5
6	4	3	9	5	7	2	8	1
9	5	7	1	8	2	4	3	6

Difficulty:
MEDIUM

Spot the difference to WIN a Schools Week mug



Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.

