

SCHOOLS WEEK

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- Academies chief boasted of 'flicking away' safeguarding concerns
- Trust boss slammed 'treacherous' staff member during 'witch hunt' tirade
- Calls for better whistleblower protection, as conflict revealed over LA probe

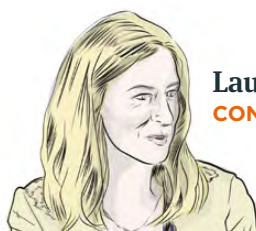
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SCHOOLS
WEEK

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Editor's top picks



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News

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Hinds takes universities to task for 'conditional unconditional' offers

FREDDIE WHITTAKER
@FCDWHITTAKER

The education secretary has warned 23 universities regarding their use of "unethical" unconditional offers, following warnings that school pupils are being "backed into a corner" to accept places.

Increased competition for students in the higher education sector has led to a spike in the use of unconditional offers.

Admissions authority UCAS warned last November that one in three school pupils received an offer with some kind of unconditional element in 2018.

Ministers are particularly concerned about "conditional unconditional" offers, whereby a university initially requires pupils to meet certain entry criteria to gain a place, but then drops those conditions once a pupil names the university as their first choice.

Damian Hinds has now commissioned a full review of university admissions. It will be carried out by the Office for Students, the universities regulator, which warned in January that the practice could even be illegal.

Hinds has already expressed his dismay about the use of the offers, which are of concern to headteachers because they undermine the incentive for pupils to do well in their A-levels.

Today, he went a step further, writing to 23 universities that are known to use conditional unconditional offers, ordering them to stop doing so.

"It is simply unacceptable for universities to adopt pressure-selling tactics, which are harming students' grades in order to fill places," the minister said. "It is not what I expect to see from our world-class higher education institutions.

"Conditional unconditional offers are damaging the reputation of the institutions involved and our world-leading sector as a whole. That is why I will be writing to 23 universities, urging them to stamp out this unethical practice."

EXCLUSIVE

DfE's property company picks schools for land sales

JESS STAUFENBERG
@STAUFENBERGJ

Up to 20 school sites have been picked out by the government's education property company as having surplus land that can be sold off to raise cash.

The land could include swimming pools, grassed areas and recreation areas, and comes as the government's "school resource management advisers" also recommend that academy trusts sell unused land.

LocatED, a private company set up by the Department for Education in 2016, has whittled down a list of 100 sites to join a pilot scheme to sell off land for housing to raise funds for their own building repairs.

Sue Corbett, the development manager at LocatED, told *Schools Week* that Lord Agnew, the academies minister, is expected to decide next month which sites will join the pilot, with between 10 to 20 on the shortlist.

During a speech at the Schools and Academies Show in London yesterday, she said examples of "surplus" land included hard courts, informal or social recreation areas, car parks, swimming pools, roads and paths.

Also included were "soft landscaped or grassed areas not used for PE or play", areas for storing waste containers, mothballed and unused buildings, dilapidated tennis courts and scrubland.

"The proceeds from the land sale will be used to fund improvements in the school estate," she said. This would include new windows, roofs, theatres and studios.

Eligible schools have to meet three criteria for the pilot: they must be in areas of "high housing need", according to the Ministry of Housing, Communities and Local Government; have surplus land not marked as "playing fields"; and have buildings in need of repair.

Corbett gave the example of an unnamed primary school in London which could get permission to build an extra floor and then sell the ground floor for flats.

So far the landowners of the sites – local authorities, church dioceses or academy trusts – have agreed to be in the pilot, but school leaders won't necessarily be aware yet, she told *Schools Week*.

If local authorities were the landowners, they could take a "cut" of the proceeds and pump this into other schools in the area. Similarly, an academy trust could sell off surplus land at one school, but use the money to improve another.

Local authorities are the biggest landowners, with the Church of England and Catholic Church owning one-third, Corbett said.

However, land could only be sold with secretary of state consent.

A *Schools Week* analysis of school land disposal decisions shows 49 were approved in 2017, up from 25 in 2016 and 22 in 2015. However, only 12 were approved last year.

The pilot comes as a report by a school resource management adviser to Beacon Multi Academy Trust, which has three schools in east London, recommended it "consider the sale of 'surplus' land".

"The school has a significant amount of land which is not all utilised," the report said, although it expressed uncertainty about "whether this could be possible, as the land and buildings are part of a 125-year lease from the local authority".

David Shand, the head of DfE school land policy, said the sector needed to "think about the school estate as a flexible asset", but added the move was not about the government forcing schools to dispose of land.

Corbett said if successful, the pilot could be rolled out.



PM and her ministers dodge questions on cost-cutting

FREDDIE WHITTAKER

@FCDWHITTAKER

The prime minister this week dodged questions about her government's cost-saving interventions in schools, despite claims the advice "belonged to the days of the workhouse".

Schools Week revealed last week that school resource management advisers employed by the Department for Education had told school leaders to limit pupils' lunch portions, keep money raised for charity and replace senior staff with less well-qualified teachers on poorer contracts.

The investigation prompted widespread condemnation across the education sector and in political circles.

But Theresa May and Damian Hinds, her education secretary, swerved questions about the advisers this week.

During prime minister's questions on Wednesday, Hinds grimaced as Karin Smyth, the Labour MP for Bristol South, pressed May about our findings.

"The prime minister's own advisers have been sent into schools and, as reported by Schools Week, their ideas are truly shocking: reducing lunch portions for some of the most disadvantaged; holding back money for charities; and even employing unqualified teachers," the MP said.

"Does the prime minister agree with me that these suggestions belong to the days of the workhouse, not 21st-century England?"

In a vague response, May pointed to £1.3 billion extra funding announced in 2017.

At the Schools and Academies Show earlier that day Schools Week asked Hinds about the advisers' recommendations, but the education secretary said he hadn't seen "those specific reports".

"What we have school resource management advisers for is to provide some extra expertise in schools," he said.

"With resource management advisers they're there to give extra help and guidance...but it's absolutely not about reducing the quality of what's on offer."

Asked specifically if he would back advisers recommending reducing school lunch portions, Hinds said: "As I say, I have not seen that specific



Theresa May at the despatch box during PMQs

report. Clearly it's important that children get a nutritious meal."

Smyth backed calls for the full slate of reports to be released to the public, and condemned May's response to her question.

"The prime minister's inadequate response focused on OFSTED ratings for schools without acknowledging the dire funding situation and tough decisions being faced by headteachers across Bristol South and beyond."

Asked by a member of the parliamentary education committee whether the DfE backed the advice, Nick Gibb, the schools minister, also refused to address the question, and instead claimed the Schools Week investigation took the recommendations "out of context".

Lord Agnew, the academies minister, who once bet school leaders a bottle of champagne that he could find savings in their schools, also criticised



Damian Hinds



our reporting in a speech that was read by a civil servant on his behalf at an Education Policy Institute event on Thursday.

"They have been portrayed unfairly in the media as 'cost-cutting consultants', parachuted into schools to make savings wherever possible, including recent coverage which has placed school resource management advisers' observations' totally out of context," he said.

Agnew claimed that last year his advisers had found £35 million in savings or revenue generation opportunities – a figure that he used to suggest schools could make more efficiencies.

However, union bosses said our story showed the £35 million did not identify "waste, but instead range from cutting educational provision to desperate ideas that would deliver marginal gains".

News

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Register will log children not educated in school

FREDDIE WHITTAKER
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The government plans to launch a compulsory register for all children not educated in school to help identify youngsters who are “vulnerable to dangerous influences”.

The proposal will also help authorities intervene where youngsters receive a solely religious education, or do not receive any education at all. The register will also cover pupils who are educated at home.

The number of home-educated pupils has risen sharply in the past few years.

Under the government’s plans, which will be open for consultation until June 24, parents must register their children if they are not taught in a state-funded school or registered independent school.

The Department for Education has said that it plans to use existing school attendance orders to enforce the requirements; parents who fail to register their children could face prosecution.

Damian Hinds, the education secretary, said: “As a government, we have a duty to protect our young people and do our utmost to make sure they are prepared for life in modern Britain.

“That’s why this register is so important – not to crack down on those dedicated parents doing an admirable job of educating their children in their own homes, but to prevent vulnerable young people from vanishing under the radar.”

The DfE is also proposing a new legal duty requiring local authorities to provide support such as teaching resources or helping to pay for exam fees at the request of parents.

Hinds added the term “home education” also included children in illegal schools where “they are vulnerable to dangerous influences – the truth is, we just don’t know”.

A further proposal includes requiring certain schools, attended by pupils on the home education register, to respond to enquiries from councils about the education they provide.

This would allow local authorities to decide whether a suitable education was provided.

However, the proposals “would not amount to a scheme for regulating these settings”, the government said.

The plans are contentious with home educators who are against more regulation.

Unions and Ofsted question knife crime proposal

PIPPA ALLEN-KINROSS
@PIPPA_AK

The government has been accused of heaping more pressure on to teachers as it consults on whether they should be “held accountable” for preventing knife crime.

The Home Office is proposing a multi-agency “public health duty” that will require public bodies, including schools and hospitals, to work together to tackle violence.

Each organisation would be held accountable for its work, including being subject to inspections.

Unions have criticised the plans and condemned the negative impact of government cuts to frontline agencies.

A spokesperson for Ofsted also said that “countering the complex societal problems behind the rise in violence needs considered action from a range of partner agencies”, and warned that “schools can only do so much”.

He said the inspectorate would consider the consultation and proposals for inspection “carefully”.

A consultation, launched on Monday by Sajid Javid, the home secretary, said the government’s preferred option would be to enforce a legal duty on schools and other organisations to “have due regard to the prevention and tackling of serious violence”.

This could include reporting pupils displaying worrying behaviour in school, dealing with issues at home or attending hospital if pupils had suspicious injuries.

It said organisations could decide how to tackle violence, but would be expected to place “an appropriate and proportionate weight on preventing and tackling serious violence whilst carrying out their pre-existing functions”.

However, Paul Whiteman, the general secretary of the National Association of Head Teachers, said schools already worked with police and local authorities to prevent crime.



“Further legal obligations to work together will not solve the problem. The biggest barrier to keeping young people safe is a lack of funding for essential public services.”

Geoff Barton, the general secretary of the Association of School and College Leaders, questioned whether it was “workable or reasonable” to make teachers accountable for preventing knife crime.

“Aside from the practical considerations, we have to ask whether it is fair to put the onus on teachers for what is essentially a government failure to put enough police on the streets.”

Other proposals include legislating to make sure that existing multi-agency arrangements, particularly community safety partnerships, put strategies in place. Schools would have to become members of a partnership.

The Home Office also suggested a non-legislative approach in which organisations would be encouraged to adopt voluntary measures. However, the consultation warned this “may mean that serious violence is not treated with the appropriate level of priority”.

Chris Keates, the general secretary of NASUWT, said holding teachers accountable for knife crime “will simply add to the myriad of government-driven factors that are causing teachers to leave the profession and deterring potential recruits from applying”.

In February, a report from Anne Longfield, the children’s commissioner for England, said schools should be “held responsible” for the pupils they excluded as figures showed gang members were five times more likely to have been barred from school.

However, last month Ofsted warned London schools were not receiving enough support to tackle knife crime.

A *Schools Week* investigation last month showed a large increase in police call-outs to schools in the past five years after pupils as young as 10 were found with weapons.

News



Ministers back NHS-style funding plan for education

SCHOOLS WEEK REPORTER
@SCHOOLSWEEK

Ministers believe there's a "very good case" for an NHS-style long-term funding plan in education, with high needs and post-16 funding the priorities for extra cash.

MPs at the education select committee were told on Wednesday that a ten-year funding and strategic plan was something that Damian Hinds, the education secretary, was currently "looking at".

Anne Milton, the skills minister, told MPs there was a "very good case" for it, with Nick Gibb, the schools minister, also supporting the idea.

It follows an article by Robert Halfon, the education committee chair, in *Schools Week* in November that said it was "inexplicable and astonishing" the sector did not have such a funding deal.

Gibb also revealed that, while all areas of education funding needed to be prioritised in this year's spending review, there was a "particular issue" with post-16 and high-needs funding.

"We do understand the challenges schools are facing, so school funding is a priority, but we're also concerned about high-needs funding."

A report by the IPPR North think tank published yesterday found that funding for pupils with the most complex needs had reduced by 17 per cent across England since 2015.

The north was the worst affected with a drop of 22 per cent.

On Wednesday Tom Goldman, the Department for Education's head of funding, told a conference that school budgets next

year were "not generous" and that leaders would be left "with real pressures to face".

There were some heated exchanges over funding at the select committee on Wednesday, with Gibb and Lucy Powell, the former shadow education secretary, clashing more than once.

Powell accused ministers of "constantly defending the treasury position", adding: "How can we build this public case [for more funding] when the main people who are here to advocate for school funding have spent the past two years in complete denial there's a problem."

But Gibb claimed, "We've always acknowledged schools are facing cost pressures", adding he had to "acknowledge the issues" the treasury was facing when making the case for more cash.

Halfon was also critical of ministers for not making their case for an NHS-style funding plan publicly. "NHS England made it very public. The country then had a debate on it – surely it's good to have a public debate?"

However, Gibb said that the department was "still working a lot of these things through."

"We don't want to say in public how we are approaching those spending reviews with the treasury."

He also refused to reveal how much funding his department would press for at the upcoming spending review.

A report by the Association of School and College Leaders released last month said school funding must be increased by £5.7 billion if every child was to receive the education they deserved.

The report, *The true cost of education*, warned English schools needed £40.2 billion funding in 2019/20, but were set to receive £34.5 billion.

Ofsted officials' tweets prompt resignation

JESS STAUFENBERG
@STAUFENBERGJ

EXCLUSIVE

A professor at King's College London has resigned from an Ofsted advisory group in protest at the way senior officials conduct themselves on Twitter and the "partisan" nature of such groups.

Viv Ellis was invited to sit on the external advisory group for initial teacher education (ITE) inspection before the summer.

But he told *Schools Week* that hard-working inspectors were being "let down" by some top officials who "behave unwisely" on social media, threatening Ofsted's appearance of independence and trustworthiness.

He also claimed Ofsted's advisory groups shared a "core" of the same members, who were better known for their "prolific and often combative Twitter activity from a particularly partisan viewpoint", rather than long-standing experts.

Group members that do not appear to have an immediate link to ITE include Tom Bennett, the government's behaviour adviser, and Mark Lehair, the director of the lobbying group Parents and Teachers for Excellence.

Ellis said he also raised concerns with the divisional director in charge of the advisory group regarding tweets by some senior Ofsted officials. Two years ago Amanda Spielman, the chief inspector, relaxed the rules allowing only HMIs to speak publicly.

The most infamous spat was in September when Sean Harford, Ofsted's national director of education, told the joint general secretary of the country's largest education union, Mary Bousted, it was "impossible, under your leadership, to try to work with your union to improve things for all in education".

In his resignation letter Ellis said he was concerned Ofsted did not understand the issue and would "lose the trust of the profession and the public".

Ofsted said it "valued" Ellis's contribution and was "disappointed" he had resigned, but claimed he had not raised concerns.

The spokesperson said the 22 members on the advisory group for ITE inspection "come from a wide range of educational backgrounds", including university-based and schools-based teacher training providers.

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Investigation

'I'll deal with this treacherous whistleblower'

PIPPA ALLEN-KINROSS

@PIPPA_AK

An academy trust boss has boasted that he simply "flicked away" safeguarding complaints made by a whistleblower at a failing primary school.

In a tirade to staff at Birchen Coppice Primary Academy in Kidderminster, Andrew Morrish, the chief executive of the Victoria Academies Trust (VAT), threatened to uncover and "deal with" the anonymous whistleblower who had behaved in a "treacherous", "underhand" and "pathetic" way.

Morrish spoke to staff at the school after an employee wrote to Ofsted raising issues relating to safeguarding, trust expenditure and treatment of staff.

While reading out excerpts of the letter, Morrish told staff at the February meeting that he had narrowed the whistleblower down to "around 14 people", adding: "Even though it's got 'anonymous', I am determined to find out who is behind it. And whoever is behind it, I'll deal with."

The trust's whistleblowing policy says staff "must not threaten or retaliate against whistleblowers in any way". Anyone who does "will be subject to disciplinary action".

Morrish told staff that Ofsted "hasn't got time to deal" with anonymous complaints, so passed it on to the local authority, which "just laughs because it's birdshit".

"They hand this over to us. We just flick it away like we have and it's no further action."

Morrish, a national leader of education and former Ofsted inspector, also boasted of knowing a safeguarding team member "really, really well". "So they know full well, straight away, when these letters come through accusing me of doing stuff ... They say, 'I'm really sorry, we've got to deal with this. It's come through again.' So we just flick it away."

An Ofsted spokesperson said it must always pass on any information about individual safeguarding complaints to the local authority.

However, Ofsted said it "makes it clear that if the local authority wishes to share the information more widely, they must ensure

EXCLUSIVE



Andrew Morrish

they have explicit consent to do so from the individual who raised the concerns".

A spokesperson for Worcestershire council, which was passed the letter, said it was the responsibility of safeguarding advisers to handle complaints. The council would then "liaise" with the leadership team of a school.

Morrish said the council's previous safeguarding check on the school showed it to be "exemplary". The council did not respond when asked about what checks had been made on any possible conflict of interest.

Mary Bousted, the joint general secretary of the National Education Union, said the case "demonstrates the inadequacy of legal protection available to public servants".

"The government and employers have said a great deal about encouraging openness and transparency in the workplace, but case law demonstrates both the inadequacy of legal protection for whistleblowers and the less than enlightened attitudes of some employers."

Bob Matheson, the head of advice and advocacy at Protect, the whistleblowing charity, also said the trust's reaction was "disgraceful".

"There's never really an argument where it's appropriate to try and identify or 'out' a

whistleblower, and furthermore it looks like trying to intimidate a workforce to not raise concerns," he said.

The number of whistleblowing cases brought to Protect's advice line by people working in education has been slowly rising over the past few years, from 243 in 2012 to 382 in 2017.

Louise Taft, associate solicitor at Freemans, said it was "fairly unusual" for a complaint to "lead to something quite so blatant as suggesting the whistleblower will be 'dealt with'".

In his speech to staff, Morrish accused the whistleblower of libel and "bullying", and insisted if they had written directly to him and "had the professionalism and the gumph to stand up and put their name down, it would be dealt with confidentially".

"Because it's written anonymously and sent to a public body, all bets are off," he said.

However, any employee can legally make a protected whistleblowing disclosure to either their employer or a prescribed body – which includes Ofsted – and must not suffer any disadvantage or "detriment" as a result.

Robert Maddox, an employment solicitor at Bindmans, said detriment could include a threat of libel action or a situation where "everyone is being held in some strange kind of quasi-investigation-based scenario

Continued on next page

Investigation

where the employer is trying to find out who dared to make this complaint.

"Schools need to be much more aware of their statutory duty not to subject people to detriment for making public interest disclosures, ie, blowing the whistle, and it would be quite concerning if an organisation of significant size proceeded in such an adversarial way in circumstances that should lead to an open investigation into concerns raised," he said.

David Greenhalgh, the head of employment at Joelson solicitors, said it did not "seem right" for an employer to react to a whistleblowing complaint by "starting a witch hunt to track down the person who made it", and that it "would defeat the whole point of protection for whistleblowers".

"If a school becomes aware of the subject of the whistleblowing, it should be deciding if there is an issue that it needs to deal with in relation to the issues raised. Targeting or threatening action against a whistleblower would be the wrong approach altogether."

Following detailed questions from Schools Week to both Morrish and the trust, we were issued with a statement. It read that it was not appropriate to comment on individual complaints "as to do so may prejudice any future action the complainant may wish to take".

But the statement added that all complaints "regardless of the method of submission, the policy under which they are submitted or the body they are submitted to are taken very seriously and dealt with in accordance with trust policies."

"We have an open-door policy and actively encourage those with concerns to come and talk directly to us."

During the meeting at Birchen Coppice, Morrish said that the council had asked him to get staff to sign a statement to make it clear the school had an "open door policy" and that staff could raise concerns with

".. there is a group of you who are systemically undermining in a really treacherous way ... by writing to Ofsted. Anonymously. In the most underhand, pathetic ..

"You can write your letters as often as you want. Because I've got the standard template now, we just flick that off for this particular school.

"Just watch your backs. Be careful folks. There's somebody in this room who is out to undermine you, alright?"

"So even though it's got 'anonymous', I am determined to find out who is behind it. And whoever is behind it, I'll deal with.

unions. He told them they could not go home until they had signed it.

Morrish founded VAT in January 2014. As well as chief executive, he is listed as a trustee and was previously executive headteacher of two of its eight primary schools.

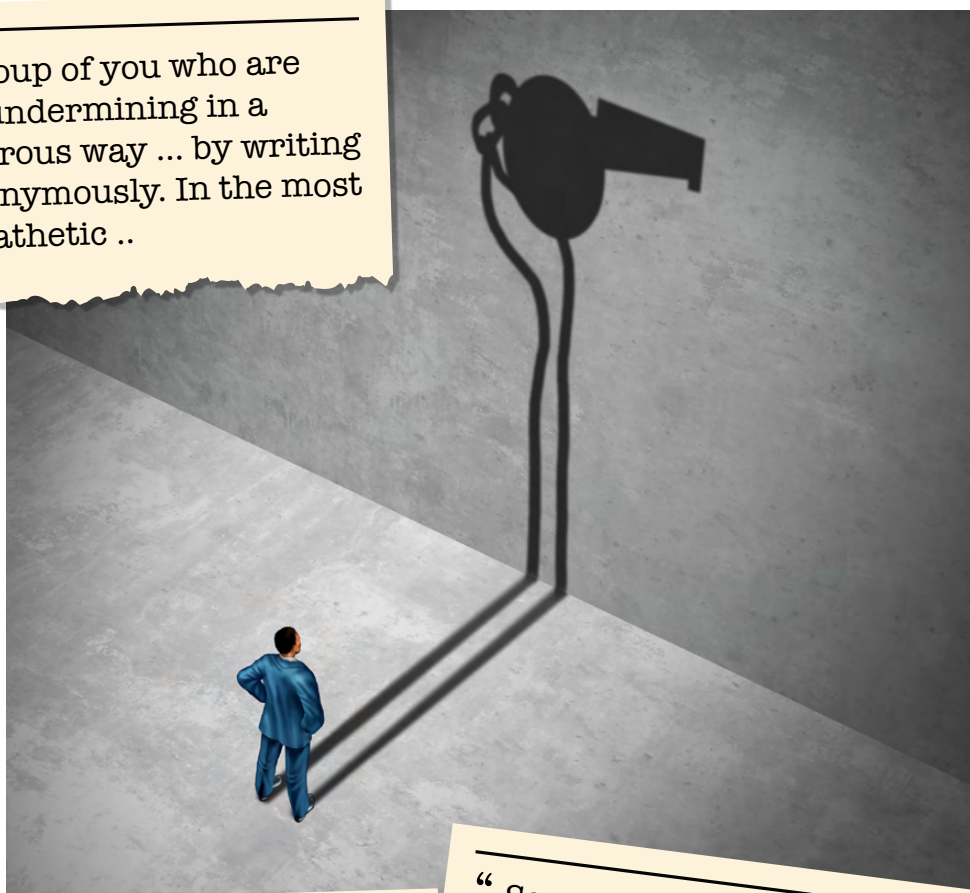
He regularly blogs about education and speaks at conferences, including the Association of School and College Leaders' national meeting last month.

The association's website said Morrish's speech, titled "The Golden Thread: Connecting vision, values, and culture in leadership", drew "on the experience

of creating a successful multi-academy trust in which values-led leadership is the key driver, leaders can explore their own moral purpose and the culture and beliefs underpinning their own organisation".

Birchen Coppice Academy joined VAT in December 2017 after an "inadequate" Ofsted rating in July 2016. The trust said last year it was in the bottom four schools in England for key stage 2 results.

VAT runs eight primary schools. In its accounts, it describes Birchen Coppice as having a "significant deficit", with "significant staff reductions" made last year and continuing this year.



News

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Parents turn to lawyers over grammars' entry change

SCHOOLS WEEK REPORTER

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EXCLUSIVE

Parents are raising cash to challenge an academy trust's plans to lower the pass mark for entry to its grammar schools.

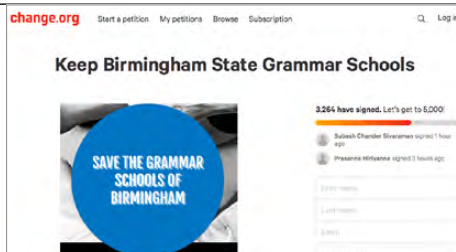
The King Edward VI Academy Trust, which runs six grammar schools in Birmingham, plans to introduce new catchment areas from next September that will give priority to disadvantaged pupils who live close to a school, but achieve slightly lower entry scores.

However, thousands of parents have signed a petition against the plans with the BBC reporting this week that the Save Birmingham Grammar Schools group is raising funds for legal advice about challenging the proposals.

The group has already reached more than half of its £3,000 target.

It is not clear what sort of legal representations the parents are looking into.

As with all major admission changes, objectors can raise concerns free with



the independent Office of the Schools Adjudicator.

But it comes amid a government push for grammars to admit more disadvantaged pupils. The first to win a slice of a £50 million expansion fund to help boost the numbers of poor pupils in selective schools was announced in December.

However, *Schools Week* revealed many would still "lag behind" in support for poorer pupils.

The King Edward VI trust, which did not have any schools selected for the extra cash, wants to boost the number of children from low income families on its rolls to 25 per cent.

Heath Monk, its executive director, told *Schools Week*: "We are doing this because we think it's the right thing to

do for disadvantaged children living in Birmingham. We want them all to know what they have to do to get a place at their local grammar school.

"We have children travelling all over the city because they can't get into their nearest school. This is all about making the process more transparent for local parents and local disadvantaged parents."

He said he was confident the changes were "completely within the spirit of the [admissions] code and within government policy for admissions in grammar schools".

Kaja Fawthrop, from the Save Birmingham Grammar Schools group, told the BBC: "The thing we are still most against is the . . . unfair advantage to some children given where they live, and lack of opportunity to children who would otherwise be admitted."

But Lee Elliot Major, professor of social mobility at the University of Exeter, said: "Classic middle-class opportunity hoarding – accusations that grammar schools lowering grades for disadvantaged pupils isn't 'meritocratic'. In fact the education system is tilted grotesquely towards the privileged."

DfE faces legal challenge on isolation booths

JESS STAUFENBERG

@STAUFENBERGJ

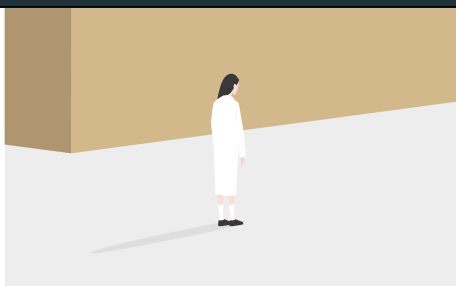
The government is facing a judicial review over "confusing" guidance about the use of isolation booths, following a pupil's alleged suicide attempt.

Lawyers have delivered a pre-action letter to the Department for Education demanding that it review the guidance and particularly consider the impact of isolation on pupils with additional needs.

If the DfE does not respond satisfactorily to Simpson Millar – the law firm representing two families in the case – the lawyers will launch a judicial review against the department.

A *Schools Week* investigation last year revealed two-thirds of the largest academy trusts use isolation, sometimes for up to a week, and highlighted the lack of guidance around their use. This included primary schools.

Lawyers are now representing the family of a girl from Kent with autism and a boy



from Nottinghamshire with ADHD, both of whom have mental health issues and have been placed in isolation for extended periods.

The girl, whose school cannot be named, made an attempt on her life after being put in a booth for more than a month, lawyers say.

Dan Rosenberg, an education solicitor at Simpson Millar, said the government's guidance needed to be "much clearer" because of growing evidence that isolation rooms were used as a "dumping ground" for pupils, particularly those with special needs.

"What was originally a method for dealing with an immediate crisis in a classroom is

now being used as a low-cost solution for the long-term management of pupils, to the detriment of their mental health and education," he said.

Government guidance says "schools can adopt a policy that allows disruptive pupils to be placed in an area away from other pupils for a limited period".

They should "ensure that pupils are kept in seclusion or isolation no longer than is necessary and that their time spent there is used as constructively as possible".

The DfE has 14 days to respond to the letter. A spokesperson said: "We are considering the letter carefully. It would be inappropriate to comment further at this stage".

Simpson Millar launched legal action against Outwood Grange Academies Trust in December after a pupil had spent up to 35 days in isolation in one of the trust's schools.

However, the case has now been dropped after the trust promised to review its behaviour policy, according to *The Guardian*.

News

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Charity watchdog checks payments to former education secretary

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

The charity commission is looking into whether a school improvement charity has broken rules over "consultancy" fees of more than £50,000 paid to its chair, Baroness Estelle Morris (pictured), a former education secretary.

Between 2015-16 and 2017-18, Birmingham Education Partnership (BEP) paid Morris £54,421. The partnership receives funding to turn around struggling schools in the city.

BEP told *Schools Week* Morris was paid £500 a day for four days consultancy work a month, and insisted the services she provided were over and above her role as chair of trustees.

However, the charity commission – after being forward BEP's response by *Schools Week* – said it would look into the payments to ensure the charity was following rules.

Although BEP can pay trustees who provide services, the charity and not-for-

profit company is not permitted to pay trustees simply for being trustees. Any paid services must be over and above trustee duties.

A spokesperson for the commission said there might be occasions where it was in a charity's best interests to pay a trustee for services, but the charity "should be able to demonstrate that any conflicts of interest have been robustly managed in all decision-making".

"We will be contacting the Birmingham Education Partnership to ensure they are aware of the appropriate terms of this arrangement," she said.

A spokesperson for BEP said Morris provided strategic advice, represented it in meetings, contributed to and presented its annual conference and provided support and challenge to Tim Boyes, the chief executive.

"Estelle also acts in an ambassadorial role for the organisation, promoting our charitable aims and objectives, and chairs our board of trustees."

He also said she had been

a "key partner" in establishing and organising the Association of Education Partnerships, of which BEP is a founder member. "The amount of time that Estelle devotes to this, and the depth of her engagement, is significantly more than would normally be expected of a chair."

Morris' chairmanship had been listed under "remunerated employment" in her register of interests on the House of Lords website.

After this was questioned by *Schools Week*, the register now includes her role as "adviser" to BEP under salaried employment, while her chairmanship is listed under non-financial interests.

Morris became education secretary in June 2001, but resigned in October 2002. She was made a life peer in 2005 and became chair of BEP in 2015.

BEP was founded in 2013. It has twice been successful in bidding for funding from the strategic school improvement fund for the city, and sells services to schools not included in its remit with the council.



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REACH 2 faces second rebrokerage threat

JESS STAUFENBERG
@STAUFENBERGJ

One of the country's largest academy trusts faces having a school rebrokered if any more of its academies in the region are rated "inadequate".

Copperfield primary academy in Kent, which is run by the REACH2 academy trust, was rated inadequate in January. Ofsted singled out trustees for failing to support the school.

In a "minded to terminate" notice to the 58-school trust Dominic Herrington, the interim national schools commissioner, warned on Tuesday that the school could be rebrokered to another sponsor if other REACH2 schools were given Ofsted's lowest grade.

"It is crucial that standards across the trust's other schools are secure whilst Copperfield is supported to improve," he said.

The trust must also submit an improvement plan, boost pupil outcomes this year and shake off the school's poor rating at its next monitoring inspection.

Warning notices are issued when the government's regional schools commissioners have concerns about the quality of education, and usually follow a negative Ofsted report.

It is unusual for a notice to place so much weight on the performance of a trust's other schools.

Copperfield is the second REACH2 school to have been threatened with rebrokerage in recent months.

Sprites primary academy in Ipswich was issued a warning notice in December following an inadequate grade in May. Inspectors warned that "challenge from the governing body and REACH2 academy trust [...] has not had a successful impact on pupils' outcomes".

However, a recent monitoring visit found leaders were taking effective actions towards addressing the serious weaknesses identified.

The latest report for Copperfield warned that the "school's leadership and staffing have been turbulent" since it joined the trust in 2013 and the "trust has not been effective in supporting the school to improve".

A spokesperson for REACH2 said the trust "fully recognised" the DfE's view and had "already put in place a number of significant changes, including an extremely experienced senior leader, with a comprehensive training programme to improve teaching and additional funding".

Rural schools struggle to break poverty-attainment link

JESS STAUFENBERG
@STAUFENBERGJ

EXCLUSIVE

Poor pupils in rural schools are more likely to get low GCSE scores than their disadvantaged peers in every other type of area.

Research by the thinktank LKMco suggests that the correlation between the background and attainment of pupils is strongest in rural areas, leaving schools struggling to break the link between deprivation and achievement.

However, schools in cities such as Bradford and Derby aren't far behind.

In a blog published today Loic Menzies, the chief executive at LKMco, said rural schools were "having particular difficulty breaking the link between poverty and low pupil attainment".

As a result, it was important for the government and researchers to take "a nuanced view of poverty", factoring in cultural and ethnic make-up.

"Specific studies of the factors affecting rural schools that serve disadvantaged pupils would therefore be helpful, potentially guiding school and community-level responses."

In local authorities defined by the government as "countryside living", the correlation between the proportion of pupils on free school meals and their attainment 8 scores was 0.58 – the highest of all types of local authority area.

By contrast, the correlation score for those classified as "affluent England", such as Berkshire and Cambridgeshire, was just 0.06. In London cosmopolitan areas it was 0.11.

The Office for National Statistics classifies all 388 local authorities in England, Wales and Northern Ireland into eight types, from "ethnically diverse metropolitan living" areas, such as Lewisham in south London and Birmingham, to "services and industrial legacy" areas, such as Carlisle and Blackpool.

Researchers combined these classifications with free school meal and attainment 8 data to find out which areas had the strongest link between deprivation and GCSE outcomes.

Paul Luxmoore, the executive head of the Coastal Academies Trust, with schools in rural



Thanet, Kent, said supporting failing schools in such areas should be a top priority for ministers.

"The lack of understanding about deprivation is at the heart of where education policy is going wrong.

"The DfE just looks at the deprivation level and compares a school in Westminster with our schools, and says we're rubbish. But that deprivation figure has got absolutely nothing to do with the aspiration measure, which simply cannot be measured."

Unlike schools in areas with high-aspiration immigrant families, such as London, his teachers often had to deal with an "anti-culture culture" from pupils and parents.

By refusing to provide more resources to struggling schools, the DfE was "shooting itself in both feet".

The research also revealed that schools in "urban settlement" areas, such as Bradford and Watford, had the second strongest correlation (0.46) between deprivation and attainment.

Emma Hickling, the executive headteacher at the KULB federation of three local authority primary schools in Kent, said rural schools suffered from low pupil numbers.

Many were also Church of England schools, which could be trickier to incorporate into mixed academy trusts because of the requirement to protect their Christian ethos. This limited the cost-saving opportunities of becoming an academy trust.

A DfE spokesperson said the new national funding formula has allocated additional funding of £25 million specifically for small and remote schools. Research also suggested some challenges faced by rural schools "can be mitigated if those schools make the positive decision of joining a multi-academy trust", they added.

News

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Teachers need flexible working options, says Hinds

FREDDIE WHITTAKER

@FCDWHITTAKER

All teaching job adverts should offer applicants the chance to explore flexible working options, says the education secretary.

Damian Hinds (pictured) told the Schools and Academies Show at London's Excel centre on Wednesday that teaching "can't afford" to continue to have fewer flexible working options, such as job shares or part-time roles, than the rest of society.

Hinds was at the event to launch his strategy on the use of technology in schools, backed by £10 million funding announced in January.

He also reiterated plans to appoint a series of "demonstrator schools" to share expertise, including some that would act as "testbeds" to help to develop and pilot new tools. Further details are yet to be announced.

Schools have said timetabling made flexible working difficult, but Hinds



admitted that the government needed to "find more ways to help to support people in the requirements that they have in their family lives, caring responsibilities and so on.

"Part of that is about timetabling, and one of the technology challenges I've talked about is specifically about trying to help with flexible timetabling.

"But actually we also need a change in culture, we need a change in thinking to make sure that every time a job is advertised with 'ask me about flexible options'."

Hinds's new strategy outlines the ten key "challenges" for education technology.

Alongside flexible working and improving parental engagement, ministers want ed tech to reduce teacher administration workload by up to five hours a term and slash time spent on mock essay marking by at least 20 per cent.

New guidance has also been published to help schools update their ICT infrastructure and choose the right broadband.

Schools will also be able to try out education software before they buy it under a new scheme called LendED.

But the document also signals an acceptance at the Department for Education that its own digital services "too often fall short of the world-class standards we set for ourselves and the wider technology market".

James Bowen, the director of policy at the National Association of Head Teachers, said schools needed to be sure new tech "genuinely makes teachers' lives easier" before "splashing the cash on shiny new kit".

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Investigation

DfE quashes 33 academy orders

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The government has revoked more than 30 academy orders, some after schools have spent years in limbo and often after they have been at the centre of fierce battles over their futures, a *Schools Week* investigation has found.

Analysis of government data obtained under the freedom of information act found 33 schools have spent more than 16,000 days subject to academy orders that were later revoked.

Twenty of the orders were in place for upwards of a year, while seven schools were left in stasis for more than two years.

Orders are automatically issued to local authority-maintained schools rated "inadequate" by Ofsted.

The revocations come as protests against conversions gain publicity. But as one union leader insisted more action will come, Sir David Carter, the former national schools commissioner, has urged academy trusts to fight back.

Meg Hillier, the Labour MP who chairs the public accounts committee, has now called for a shake-up of the conversion process.

She warned that schools were left with a "horrible sword of Damocles" hanging over them by a "political process" with little thought about the "practical side".

"The government's got a challenge, because if it's slapping academy orders on without sponsors lined up, there are problems in doing it this way, in trying to force it," she said.

Guidance says revocations 'will only be used in exceptional circumstances'

The right of education secretaries to revoke academy orders was introduced in the 2016 education and adoption act. However, statutory government guidance on schools causing concern says that the power "will only be used in very exceptional circumstances".

Of the 33 academy revocations, 27 were the result of a follow-up inspection that left the schools with a higher grade, five were issued because the school merged with another, and one because a school closed.

The numbers also seem relatively stable.



Protesters campaigning against the academisation of Barclay School, Stevenage



Sir David Carter

Although just four orders were revoked in 2016, 14 were lifted in 2017 and 12 in 2018.

Three have been revoked so far this year, the latest at William Torbitt Primary School in the London borough of Redbridge, which turned its inadequate rating into a "good" within seven months.

The decision by Damian Hinds, the education secretary, to revoke the order after such a short time led to calls from the National Education Union for a rethink of academy conversion policy. It said that the current system did not take into account the capacity of schools to improve under local authority oversight.

Union protests are 'picking up' and targeting voluntary conversions too

Kevin Courtney, the joint general secretary of the National Education Union (NEU),



Meg Hillier

hailed a "fantastic campaign" at William Torbitt, which he described as "another school saved for local authorities". He said parental and union protest would continue to change minds.

"We think it's picking up. Around those campaigns that started with teacher and support staff issues, parents were really involved in them and real parent activism developed over them."

But campaigners are claiming responsibility for more than U-turns on forced academisation. According to NEU data, governing bodies at 11 schools have abandoned plans to voluntarily convert after teaching union members balloted for or took strike action.

"We're finding huge parental support wherever they come up," Courtney said. "We generally wouldn't ballot unless there

Continued on next page

Investigation

was an existing parental campaign."

The campaigns don't always succeed, however.

In Stevenage, Barclay School still looks set to join Future Academies, despite vehement local opposition. Campaigners are concerned that Future, set up by Lord Nash, the former academies minister, has few links to the local community. They are also worried about the uncertainty for pupils.

Hundreds of parents and teachers have taken to the streets in protest in the Hertfordshire town, but Courtney admitted his union had accepted defeat.

"Of course we don't win everywhere, even where we've got fantastic parental campaigns and really strong teacher campaigns at the same time."

'Lack of local accountability sparks parent protests'

Although unions can only strike against academisation on the grounds of potential changes to their terms and conditions, Courtney said teachers were often motivated by other issues, such as the "style of education they might have to deliver" in an academy.

"It is genuinely about the change of employer, because they want to stay with the local authority, but the motivation is wider than that perhaps."

Hillier said the lack of local accountability was behind the increasing mobilisation of parents against academies.

"To be clear, we parents aren't always rational because we're thinking about our own child and their situation, and it may be that there are bigger problems in a school, but the difference is you can't go to the council or someone local to talk about it. You've got a big multi-academy chain, the schools commissioner or the department.

"You're a very long way removed from any accountability processes."

'Academy trusts need to fight back'

The parent-led John Roan Resists group has been protesting against the academisation at John Roan School, in Greenwich, south London.

The University Schools Trust (UST) pulled out of taking over the school, rated inadequate in June last year.

Earlier this year the protest group wrote an open letter to United Learning, which it said was interested in sponsoring the school, claiming that it "gives their staff

"Parent activism developed after staff campaigns"

less rights than those in the public sector". The group also accused United Learning of being more interested in "school assets than our children".

Jon Coles, the trust's chief executive, published an open letter to counter the claims.

He said, for instance, that the right of academies to ignore national pay and conditions allowed his trust to pay teachers more than they would receive in maintained schools, and to provide extra non-contact planning days.

Sir David Carter, who served as national schools commissioner until last year, called for other trusts to follow suit, warning they were currently "on the defensive far too often" because they're "not good enough at telling the positive news about what they are doing to raise standards".

"They do not generally talk about the benefits of an academy being part of their trust from the perspective of children, staff and parents and, as a result, there is a lot of confusion for parents about what a MAT is, who the people are who lead it and how they contact the trust to raise concerns. We have to do better in this area."

Carter believes multi-academy trusts should professionalise communications and



engage "high-quality professionals to help them on either fixed-term contracts or call-off contracts when their support is needed".

Carter also said a time would come when academies would be trusted by the public, but this would require the system to improve.

"The biggest challenge I saw as national schools commissioner was that I could identify a number of really brilliant and sustained improvements where trusts were providing great leadership and children were achieving outcomes that had never been witnessed before. But I could also point to a smaller number where standards did not improve."

A spokesperson for the Department for Education said statutory guidance was clear that academy orders would only be revoked in "very exceptional circumstances".

This included where a maintained school closed or merged because it was unviable "or where Ofsted has re-inspected the school and judged that it is no longer inadequate, and the current leadership and management is capable of driving continued improvement."

ACADEMY ORDERS REVOKED: 33

**AVERAGE TIME BETWEEN ORDER
ISSUE AND REVOCATION: 501 DAYS**

**LONGEST TIME BEFORE REVOCATION:
923 DAYS, ST BEGH'S CATHOLIC
JUNIOR SCHOOL, CUMBRIA**

**SHORTEST TIME BEFORE REVOCATION:
72 DAYS, EARLS BARTON JUNIOR
SCHOOL, NORTHANTS**

Mind the gender pay gap, it's getting wider...

JOHN DICKENS

@JOHNDICKENSSW

INVESTIGATES

The gender pay gap has widened at most of the country's largest academy trusts, with women paid 55p for every pound earned by men at two chains.

Our analysis found that the gap widened in 10 of the 16 largest trusts last year, despite the sector having already poor statistics.

This is the second year that organisations with more than 250 employees have had to publish figures on differences in pay. The latest figures relate to the year ending March 31, 2018.

When comparing median hourly wages, women earned 55p for every £1 that men earned at both the Delta Academies Trust and the White Horse Federation.

The Kemnal Academies Trust (TKAT) had the largest bonus gender pay gap, with women paid just 14p for every £1 earned in bonuses by men.

Across the top 16 trusts, the average pay gap was 31 per cent – way above the 9.1 per cent national average for all organisations, as reported by the BBC.

A gender pay gap does not mean women are paid less than men for the same roles – trusts say pay gaps are down to the make-up of the workforce, rather than pay inequalities.

A spokesperson for Delta, which runs 51 schools in the north of England, said the figures did not "reflect fully the gender pay equality within the trust", which was



because of the different pay scales agreed nationally for teachers and support staff.

"We will continue to ensure that recruitment, promotion, pay and conditions of employment are determined based on ability, qualifications, experience and skills ensuring a fair, open and transparent process at all levels."

A spokesperson for the White Horse Federation, which has 33 schools across southern England, said the "predominance" of men in leadership positions was an "area of concern".

But the trust would implement a leadership development programme that would help female staff "develop to the next career level".

Wayne Norrie, the chief executive of Greenwood, which had the third largest gap, said it reflected the "composition of our workforce rather than pay inequalities".

"Our organisation's guiding principles are fairness, equality and inclusivity. These are reflected across all our recruitment and HR practices, and our employees, regardless of gender, are paid within the same specified pay ranges for equivalent jobs across the trust."

Despite having the lowest proportion of women in the top quarter of highest-paid jobs in a trust (57 per cent), the Harris Federation had the lowest pay gap. The trust did not respond to a request for comment.

Just five trusts paid bonuses in the year to March 2018.

Dr Karen Roberts, chief executive of TKAT, said small numbers distorted the figures. "We review our payment practices regularly and will continue to do so in the future."

Of the main education unions large enough to report statistics, women at the National Education Union earned 81p for every pound earned by men. Just over half of women were in the best-paid jobs, compared with nearly 80 per cent in the lowest-paid.

Teach First had a gender pay gap (based on mean hourly wages) of just 5 per cent in favour of men, with a 6 per cent gap at the Department for Education.

A government spokesperson said it was supporting schools to boost women's progression in the workplace, including a development programme for aspiring female leaders, £2 million on equality and diversity hubs, and plans to scale up flexible working offers.

TRUSTS	NO OF SCHOOLS	HOURLY WAGE EARNT BY WOMEN COMPARED TO EVERY £1 PER MAN	MEDIAN HOURLY WAGE PAY GAP	WOMEN IN BEST-PAID JOBS	WOMEN IN LOWEST-PAID JOBS	DO WOMEN EARN MORE THAN IN 2017?
DELTA ACADEMIES TRUST	51	55p	45%	65.3%	87.3%	3p more
THE WHITE HORSE FEDERATION	33	55p	44.9%	72.3%	89.4%	11p less
GREENWOOD ACADEMIES TRUST	34	60p	39.5%	67.9%	91.3%	2p less
ACADEMIES ENTERPRISE TRUST	60	62p	38.3%	62.9%	87%	3p less
THE DIOCESE OF NORWICH EDUCATION AND ACADEMIES TRUST	34	62p	37.9%	75%	92%	4p more
THE KEMNAL ACADEMIES TRUST	46	63p	36.8%	70.1%	90.3%	3p less
PLYMOUTH CAST	35	63p	36.6%	84.8%	94.2%	30p less
REACH2 ACADEMY TRUST	58	67p	33.2%	95.5%	81.7%	2p less
THE DIOCESE OF ELY MULTI-ACADEMY TRUST	38	68p	32%	88%	93%	9p less
THE DAVID ROSS EDUCATION TRUST	35	70p	30.1%	78%	83%	7p more
ORMISTON ACADEMIES TRUST	37	73p	27.1%	61.7%	78.6%	16p more
UNITED LEARNING TRUST	62	78p	21.9%	60%	81.1%	5p less
OASIS COMMUNITY LEARNING	53	78p	21.7%	66%	86%	5p less
ARK SCHOOLS	39	80p	20%	66%	81%	2p less
OXFORD DIOCESAN SCHOOLS TRUST	33	84p	15.6%	90%	97%	8p more
HARRIS FEDERATION	46	87p	13.4%	57%	86.1%	6p more

Headteachers' Roundtable

SCHOOLS WEEK
ON LOCATION

'Void' at the DfE gives us time to think, says Carter

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

The former national schools commissioner says the Department for Education has a "leadership vacuum" with no clear vision for the schools sector.

Sir David Carter, now executive director of system leadership at Ambition School Leadership, told a Headteachers' Roundtable conference in Birmingham last week that the "void" in government thinking allowed school leaders and trusts to become "innovators" and drive educational change.

"Right now, there is a leadership vacuum in education in this country from the DfE. And whilst in some areas that's a problem, in other areas it isn't.

"Because when the DfE has not got a leadership void it gets really active in the space of asking you to do stuff.

"At the moment all that's coming out is a few working groups making teachers



happy. That's great. That's great because it enables us to really think about what we want to do."

Last month Damian Hinds, the education secretary, commissioned his fifth advisory group since taking office in January 2018. This time it is a teacher wellbeing advisory group, led by the chief executive of the mental health charity Mind.

Carter also appeared to criticise Hinds for a lack of vision. He said there would be "a point in the future" when there would be

a secretary of state "who will have a view about the kind of schools that he or she wants in this country.

"That's not where we are right now. But if we get these kinds of messages embedded in the next two years, I think we give ourselves a very different platform for that conversation in the future."

A DfE spokesperson said the system has been "radically reformed" since 2010, adding: "The education secretary has listened to the message that our school system needs time to embed the reforms of recent years, and not be overwhelmed with further demands."

This week Hinds also said his department had "put a strong focus on handing power back to schools, back to school leaders like yourselves, recognising that you are the ones best placed to make the right decisions for those pupils and those communities.

"I trust you to get on with the job and I know the last thing you need is me or indeed anyone else, getting in your way."

Uneven funding impacts inspections, say heads

PIPPA ALLEN-KINROSS

@PIPPA_AK

A group of leading headteachers wants Ofsted to take the "uneven funding" of schools into account as part of inspections.

The Headteachers' Roundtable and campaigning group Worth Less? have written a joint open letter to Amanda Spielman, Ofsted's head, as the inspectorate's consultation on its new framework draws to a close.

The letter said the heads had "significant concerns about the proposals put forward" and it would be "eminently more sensible to evolve the current framework rather than imposing another significant change on an already fragile school system".

The heads said they were concerned about the "profoundly negative effect" of real terms funding cuts.

"The lack and uneven funding of schools, whilst maintaining a common standard for all to reach, lacks a fundamental logic and basic fairness," the letter said.

"Ofsted needs to develop systems to assess

these issues, and consider the impact of ongoing funding disparities that have been maintained under the new national funding formula."

But Ofsted said its proposed inspection framework was the "most evidence-based, researched and transparent framework in our history. We will also be carrying out a separate research project on school funding this year."

The letter comes as pressure grows on the government to increase funding for schools. On Tuesday more than 1,000 councillors in England wrote to Damian Hinds, the education secretary, to demand an end to cuts and to call for adequate funding of special needs.

This week parents said their children at South Dartmoor Community College in Devon had been left without paper and exercise. *Devon Live* reported that the school, run by the South Dartmoor Academy Trust, was preparing to make 43 redundancies after finding its budget last year was incorrect.

The open letter from the heads also described Ofsted's four-point grading system as "hugely problematic" and without any "independent empirical evidence base".

It said Ofsted's proposal to hold school leaders

to account for workload was "untenable", while the inspectorate's guidance on curriculum was "frequently confused and contradictory".

But a spokesperson for the inspectorate said: "Ofsted exists first and foremost to serve the public and to report to them on the state of our schools and colleges. Parents tell us that they strongly support and like the clarity of the four grades in helping them to make informed choices, and as a marker of how well their child's school is performing."

Ofsted's consultation is due to close today.



Jules White speaking at the Headteachers' Roundtable event in Birmingham last week

EDITORIAL

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

Don't let ministers' lies mask their silence

We make no apology for exposing the desperate lengths that schools are having to go to in order to save money.

The controversial recommendations made by the Department for Education's own advisers prove this.

But they also seriously call into question the legitimacy of Lord Agnew's claims that his advisers found £35 million of waste in schools – a claim that has been used to bolster the argument that schools have enough funding.

If the government believes schools should be replacing retiring experienced teachers with support staff on term-time contracts in order to balance budgets, they should be clear about that.

The fact the prime minister, education secretary Damian Hinds and schools minister Nick Gibb all refused to comment on our findings this week is disrespectful to the profession.

It was further disappointing to see ministers try to mask this refusal by criticising our journalism. Gibb said we reported the recommendations "out of context".

This is not true. We reported the recommendations exactly as they appeared in the

government's own documents.

Lord Agnew said media reporting had "omitted" that trusts are under no obligation to follow the advice.

Again, not true. Our original story included quotes from the government stating that very fact.

We also find it ironic that Gibb and Agnew bemoan a perceived lack of context, when their department made no attempt to shape the narrative around this story.

The DfE point-blank refused to release the reports in the first place, leaving it to us to request them from the schools.

The government once again tried to hide what it was doing, and ended up on the defensive as a result.

All the reports should be published by the government, without delay. Let's call criticism of our story what it is: a government, backed into a corner on school funding, attempting to discredit the reporting of an issue rather than addressing the root cause.

It's time they listened to headteachers when they say: Enough is enough.



SCHOOLS WEEK



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10TH

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Opinion

DO YOU HAVE A STORY?
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Children excluded from school are more likely to have poor mental health than their peers, but the direction of causality is hotly debated, says Tamsin Ford

How much can and should we do to prevent exclusions? How do we balance the needs of the student who struggles to cope in school with those of their classmates whose education may be impacted by the resulting disruption?

Children who are excluded often face multiple other vulnerabilities. In the Avon longitudinal study of more than 14,000 children and parents, exclusion was more common among children of lower socio-economic status, boys, and those with language difficulties, lower educational attainment or special educational needs. Family characteristics, such as poor parental mental health and engagement with education, also predicted exclusion.

Children who were subsequently excluded were more likely to have a clinically impairing mental health condition or social communication problem, as well as involvement in bullying as a perpetrator or victim, and poor teacher-pupil relationships.

These characteristics reflect our national statistics, yet many are identifiable at, or even before, entry to school, and some are tractable given effective remediation or treatment. The strong and universal prediction of early family adversity to exclusion from school and poor mental health suggests that policies to support young families might improve educational and health outcomes.

We have also studied exclusion in



TAMSIN FORD

Professor of child and adolescent psychiatry, University of Exeter College of Medicine and Health

Exclusion and mental health: which is the chicken and which is the egg?

more than 5,000 children who took part in the 2004 British Child and Adolescent Mental Health Survey and its three-year follow-up. The children were selected via the child benefit register to be representative in age, gender, ethnicity and

may aggravate, or even precipitate, poor mental health. Further work suggests that this was not due to a failure to recognise the mental health component of these children's difficulties.

But what might we reasonably be

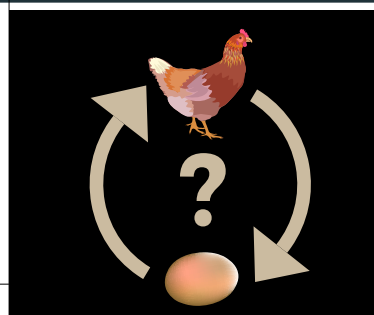
“ Parent training will not fix a school-based problem

socio-economics status of the British population. Children with poor mental health in 2004 were more likely to be excluded by 2007, but those who had experienced exclusion in 2004 also had worse mental health in 2007 than their peers.

As the prediction from exclusion in 2004 to new onset mental health conditions in 2007 persisted, despite adjusting for background factors (gender, age, ethnicity, physical health and whether they had a learning disability; as well as family socio-economic status, income, neighbourhood deprivation, parental mental health and educational level), our findings suggest that exclusion

expected to do? While the home environment and parenting is crucially important, and parenting courses are the NICE recommended intervention for behavioural difficulties, the school environment also has an important influence. No amount of parent training will fix a school-based problem, and ultimately parents cannot directly influence behaviour in the classroom any more than teachers can get their pupils to tidy their rooms.

Behaviour management strategies that adopt positive reinforcement rather than punitive approaches have the greatest research evidence to support their effectiveness, and individualised approaches



seem most effective for those with more severe difficulties. A systematic review that combined data from 37 robust studies reported that school-based interventions reduced exclusions, albeit shortlived. The intervention showing the most promise were skills training for teachers, and mentoring/monitoring, support for academic skills and counselling for students.

Schools should not be expected to cope with mental health conditions unsupported. The current policy focus on improved identification, school-based mental health teams and faster access to child and adolescent mental health services is therefore welcome. We need to avoid therapeutic nihilism for this vulnerable group of children. Prompt access to support the learning and mental of health of children who struggle with school could prevent future mental disorders as well as exclusion from school.

But we should also acknowledge that some children will not cope in mainstream school. Let's try and ensure that their move to alternative provision is in response to their needs, rather than their failure to cope in a system that in turn has failed to support them.

Opinion

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

KAREN
FOLLOWS

Senior teacher, Frant C of E primary
school, Kent

How to teach gender-blind
careers education in primary

It's never too early for children to start thinking about their future ambitions, says Karen Follows

Developing an awareness of potential future careers is an important but perhaps often overlooked aspect of teaching in a primary school.

Recent research from Teach First and the Education and Employers Charity focused on the importance of getting children to think much earlier about their future ambitions through career-related learning in primary schools. This follows and builds on the Department for Education's *Making the most of everyone's skills and talents* strategy, published in 2017, which looked at creating "a stronger, fairer society in which people from all backgrounds can realise their potential".

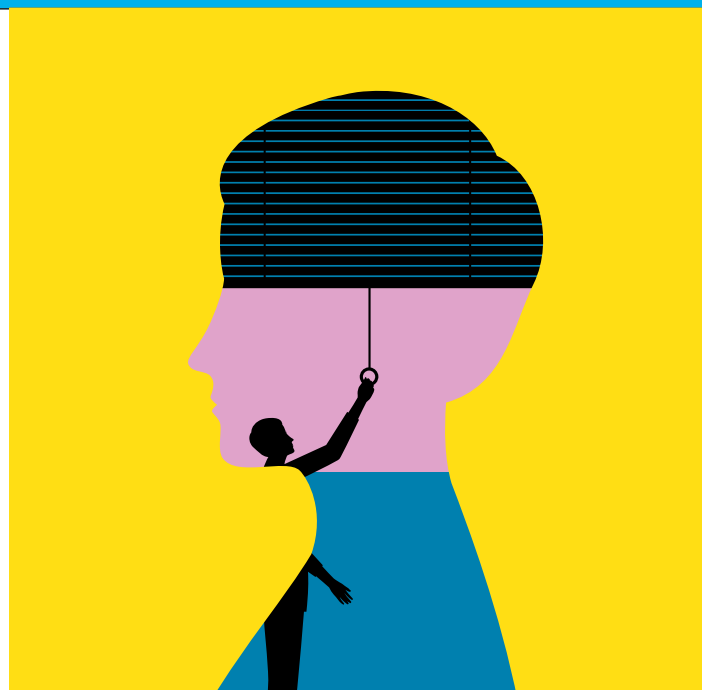
The world of work can seem alien and a long way off for many primary school children, including those that I teach in years 5 and 6. However, I believe that an awareness of all types of careers at this young age is key to driving their aspirations. It is these aspirations, and an understanding that education can open doors, that pushes them to apply themselves and stretch their abilities, furthering their knowledge in the process.

The two charities are calling on policymakers and schools to

recognise the importance of tackling the kind of career stereotypes and narrow aspirations that tend to form in the primary years, lasting into adulthood. This includes views about careers and gender – I've seen how even very young children have absorbed societal stereotypes about the sorts of jobs that are suitable for boys and for girls. I've heard five-year-olds talk about train driving being a job for boys and nursing being a job for girls. I believe that as primary teachers we have the ability to powerfully influence and change the way children think about careers and gender and their own careers aspirations.

“ Five-year-olds talk about train driving as a job for boys

I look to create opportunities for pupils to gain an insight into the possibilities out there. Alongside the standard curriculum it helps to showcase the importance of other subjects – for example “now I understand why I have to learn about fractions if I want to be an architect later on”. Sessions on career development can also really help children to look beyond their immediate environment and circumstances.



The range of initiatives and free resources to help schools who want to do more in this area, including from outside education, continues to expand – Health Education England's (HEE) *Step into the NHS* is a great example.

Open to secondary schools for the past ten years, in 2018 it ran its first

who said that men could work as a nurse, a 56 per cent uplift in acknowledgement of healthcare scientists being a role within the NHS, as well as an increase of 59 per cent in the number who said a man could be a midwife.

I think these findings are hugely positive and would encourage other schools to participate in the initiative this year – we will certainly be joining again.

As educators I truly believe it is part of our role to ensure we foster and harness young talent and help to break down these gender-based perceptions of jobs.

Giving pupils the belief in themselves is the first part of the learning cycle and sets the foundation for future aspirational development throughout secondary school and beyond. Spurring on the aspirations and dreams of our young people can have a lifelong influence on them, greater than we can imagine.

pilot programme in 43 primaries – my school was one of them and it was fascinating to see my pupils take a real interest in healthcare and learn about the wide variety of related jobs.

As well as raising awareness of healthcare jobs, the initiative also aims to help combat gender-biased views when it comes to jobs.

The findings from the pilot are hugely positive. There was a 49 per cent increase in those who took part

Reviews

BOOK REVIEW



Boys Don't Try? Rethinking Masculinity in Schools

By Authors: Matt Pinkett and Mark Roberts

Published by Routledge

Reviewed by: Peter Hall, assistant headteacher, Beacon Academy, Crowborough, East Sussex

This book opens with stark facts about the gender gap – not only in school, but in society: 96 per cent of our prison population is male.

The two schools-based authors write chapters in turn. In chapter one, Mark Roberts tells of his early success as a teacher with a reputation for teaching boys well and describes his popular classroom strategies.

One such idea was competition – in an English class he would gather the boys in teams, each team would create a piece of writing and then “knock out” others in a World Cup of writing. Or he would play to their perceived strengths and interests and find pieces of writing for the boys to analyse based on football and boxing.

As a reader, it's a scary moment when it dawns that these strategies were doing more harm than good. The World Cup of Writing created more losers than winners. The sports text reinforced stereotypes of masculinity and prevented students from building cultural capital. In one colleague's maths lesson, the boys remembered far more about pizza toppings than the formula for calculating the area of a circle.

Competition is questioned through the fear it can also engender: “If I don't try, then I can't fail,” “If I write nothing, then I've written nothing wrong.” We are forced to reflect on our own practice to see just how much we are doing that might be just as damaging.

Here are “the rules” as described by one boy: “Never put your hand up, try not to answer questions correctly, don't

hand in homework, avoid showing enthusiasm for learning”. Ouch. I've taught boys today who appear to be working under these rules. This book goes a long way towards providing many solutions.

Each chapter hammers home another area of our failure. We're forced to dwell on the failure, re-live the stories and

“This book is easy to read, but hard to listen to”

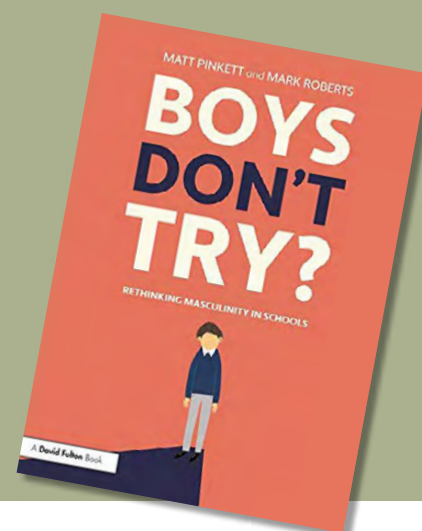
problems, and then we are treated to a well-explained and carefully written summary of research in the area, before getting solutions. These are not ground-breaking – they are simple and straightforward – but each is something we are (mostly) not doing well at the moment.

Take the chapter on sexism. Matt Pinkett places this in the frame of what the authors call “non-tender masculinity” (a rebranding of the opposite of toxic masculinity, which they consider unhelpful). He lists some unacceptable behaviours that colleagues have reported and offers a sample lesson for discussing the ethics of pornography with a class. He then reviews government guidance on the topic, looks at reasons why sexist behaviour might not be challenged in schools (teachers have become immune to it, they're unsure where the

boundaries lie, there's a lack of support from senior leadership teams). Pinkett concludes with case studies of how to deal well with incidents of sexism or degrading language, such as students using the word “rape” or “paedo” in class.

Other chapters look at mental health, violence and aggression, or the problems caused by “banter” – offering ways to develop more positive relationships in lessons.

This book is easy to read, but hard to listen to. I'm reassured by the solutions, but frustrated by all the mistakes we've been making for so long. There is something for everyone here, whether you read this as a classroom teacher, determined to do better for all the students in every class, or as a headteacher more worried about whole-school strategy, vision and ethos. This is a call to action, to a brave new world where boys are nurtured and developed. Without putting the blame on schools for the current situation, the authors are clear about just how much good we can do for society if we can do better with our boys in school.



Research

Every month Harry Fletcher-Wood reviews the evidence on a school-related theme. Contact him on Twitter @HFletcherWood if you have a topic you would like him to cover.

Making teenagers care about learning

Harry Fletcher-Wood, associate dean at the Ambition Institute

One approach to interest students is to focus lessons on topics they are interested in – but this demands a lot of our time, while undermining the purpose of education: helping students to learn new and hard things that they may only appreciate after they have mastered them. In this column I want to share the intriguing work of Judith Harackiewicz, who has spent years trying to increase students' interest in science and maths.

One study asked students to conduct a brief writing assignment at the end of a unit. They were told to "apply this topic/concept to your life, or to the life of someone you know. How might the information be useful to you, or a friend/relative, in daily life? How does learning about this topic apply to your future plans?" A student who hoped for a career in medicine described the value of a biology topic, another explained how their relatives could use a mathematical technique they had learned. Students who completed the writing assignments gained higher grades, and those with low expectations of success in science showed greater interest after the assignment (compared with a control group, who simply summarised what they had learned in the topic).

[Hulleman, C. and Harackiewicz, J. \(2009\). Promoting Interest and Performance in High School Science Classes. Science. 326\(5958\), pp. 1410-1412](#)

Later, the researchers tested ways to help parents to encourage their children to study maths and science. They sent parents three magazines, with titles such as Making Connections: Helping Your Teen Find Value in School, and provided access to a website on the choices students had ahead. The resources had information about the



importance of maths and science in daily life and careers and ways to talk to teenagers about this. Parents were interested: more than 80 per cent accessed the website and reported using the resources to talk to their children. This approach increased parents' perceptions of the value of maths and science and changed the conversations they had with their children: the result was that students chose to take more science and maths courses in their last two years at school (again, compared with a control group who did not receive the magazines or website).

[Harackiewicz, J., Rozek, C., Hulleman, C. and Hyde, J. \(2012\). Helping Parents to Motivate Adolescents in Mathematics and Science: An Experimental Test of a Utility-Value Intervention. Psychological Science. DOI: 10.1177/0956797611435530](#)

A third study looked at how students responded to different ways of presenting the value of a maths technique. Students with high confidence accepted explanations of the importance of the technique, but students with low confidence found

them demotivating – possibly because this increased their worry that they would be unable to master them. However, when students were given explanations of the importance of a technique and then encouraged to generate their own examples of how it could be useful to them, all students gained confidence, while less-confident students also saw the approach as more useful, more interesting and achieved better results. The researchers also tested what kind of examples were more motivating, and found that students with low confidence responded better to examples from daily life, rather than those from future careers: if a student has already decided not to pursue a maths-related career, an example of a career demanding maths might encourage them to switch off, rather than work harder.

[Canning, E. and Harackiewicz, J. \(2015\). Teach It, Don't Preach It: The Differential Effects of Directly Communicated and Self-Generated Utility-Value Information. Motivation Science 1\(1\), pp.47-71.](#)

Harackiewicz's work suggests that showing students, or their parents, why what they are learning is of value, and providing time for them to generate their own summaries of these ideas, can increase student motivation and achievement.



Reviews



Our blog reviewer of the week is
Debra Kidd author and former teacher

@DEBRAKIDD

The strand curriculum in Year 7 biology Christian Moore - @Biogogy

I stumbled across this when I was trawling curriculum-related blogs as research for my book on the subject. As an IB teacher, Christian Moore will be useful to thinking about how big ideas and narratives connect across subjects and into broader concepts such as international-mindedness. Here, he looks at how biology content can be categorised into concepts and it's a model that I think could apply to any secondary subject and beyond. What if, for example, an English teacher looked at this and thought about planning reading texts linked to ideas such as homeostasis, or the idea of matter being both a thing and a sense of belonging/importance? This kind of linking is not directly covered in the blog, but I think it offers ways of thinking around the idea of making connections explicit to children.

NEU Celebrating Education conference Ed Finch - @MrEFinch

There have been a few spats on Twitter around the role of unions and the National Education Union (NEU) in particular, but

TOP BLOGS of the week

little is usually said about the pedagogic and professional development support the union offers. Last Saturday the NEU took up the Northern Rocks mantra of Reclaiming Pedagogy. In this post, Ed Finch writes about the day, making the case for teachers to make best use of what the union can offer and to come together to share their expertise, ideas, innovations and experiences.

Knife crime; bad eggs or collateral damage?

Dr Chris Bagely @hiddendepths

The topic of this blog – exclusions and knife crime – is enough to keep cyberspace alight for a week. But Chris Bagely pulls no punches as he exposes some of the tensions and contradictions in the debate and wider system, asking "what are we to do when the aggressor is also a victim? Where does responsibility lie?" It's an uncomfortable question for teachers, who are the first line of defence for many of these children and, sadly, sometimes the first line of attack. Rather than laying the blame at the feet of teachers, or competing over who works in the toughest setting, we

need to focus our attention on getting the resources we need to help these damaged children and on changing the system so that schools are recognised for the work they do beyond the test.

New Zealand vigils

Andrew Moffat @Moffat_Andrew

This is just one example of many on Andrew Moffat's blog of how challenging and upsetting events in the world can be addressed in schools with thoughtful questioning. This one looks at the attack on two mosques in New Zealand. His programme "No Outsiders" will now be known to many people, sadly not just for its ethos of inclusion, but now for the protests in reaction to the teaching of LGBT issues in primary school. As a parent who has seen her own children bullied for their sexuality, I am grateful for all the work Moffat has done. But it goes way beyond LGBT – it looks at the whole complexity of human nature, its diversity and some of the more difficult aspects of who we are and how we live.

Does differentiation always have to mean different?

James Bullous @DrB_SciTeacher

I have long argued the case against what I call concrete differentiation (concrete being the blocks we root children's feet in when we refer to them as low, middle or high-ability). Now more people are starting to think about how differentiation can mean scaffolding and supporting children up rather than fixing them with tasks that are specific to their "ability". James Bullous offers examples of how differentiation can be managed in the classroom to allow children to build their learning without ceilings being attached to what they can achieve. It's not just better for children, it reduces workload for teachers too. Please let's never see all/most/some must/should/could on lesson or unit plans again!

CLICK ON REVIEWS TO VIEW BLOGS +



Councils wary of challenging 'powerful' academy CEOs over exclusions, warns Wilshaw

Frank Norris, comment

Just to add a little more balance I would like to report that our trust regularly meets with all of the local authorities where we are located. The most recent one with Manchester reviewed our exclusion profile (hardly any tbh) and this was entirely appropriate. I can genuinely report that Manchester council has no hesitation or apparent fear in challenging me or the trust.

Limit pupils' lunch portions to save money, say Agnew's cost-cutting advisers

Hilary Goldsmith, Raystede CEO

Deeply saddened to see school business leaders being reduced to this. The profession should be loudly campaigning for fair funding for their schools, not being complicit in the acceptance of hugely damaging education cuts.

Julia Muir, @JuliaHMuir

All terrible – but stealing the charity funds meant for other purposes, despicable. Although some schools already raising funds directly for essentials such as roof repairs and basic materials – that IS the purpose of their charity funds. Parents are paying, essentially.

Hilary McAdam, Facebook

Hmm. This is, basically, how our school went, in 18 months, from a school with 5.5 staff with 180 years of teaching experience between them to 5 staff with 39 years' experience and, when the EYFS teacher left shortly afterwards, to 4 staff (including headteacher) with just 11 years' experience. Does wonders for the budget though!

Jonathan Simons, @jonathansimons

Remember when Sir Philip Green reviewed procurement for the Coalition government and said they could save money by screwing small and medium-sized enterprises on payment terms? This has the same self-defeating feel about it. The really annoying thing is that I suspect there are some good recommendations in the reviews. And I would hope schools said no to the stupid ones. But the whole secrecy over it from the Department for Education was silly, and is now even more silly.

REPLY OF THE WEEK Jason Kirk

For richer, for poorer – should MATs have a joint bank account?

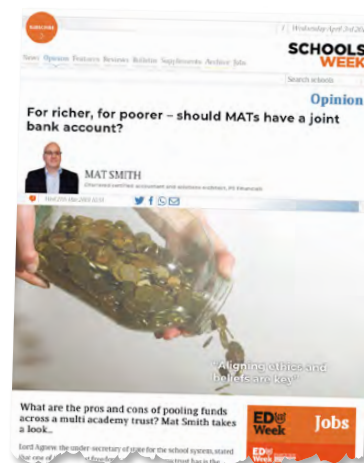
As a multi-academy trust finance chair, but an accountant working in the NHS, this debate goes in completely the opposite direction to the debate in healthcare.

For years we have been moving away from pooled funding to allocating it down to the lowest possible level for two reasons – it tells us what areas are costing more or less than they should, and it drives accountability.

The degree of financial engagement I have experienced from headteachers is far higher than that I've seen from clinical leaders, so we need to be careful we don't lose this. How do you hold a head to account for overspending their budget when they can claim "their" money is being spent on other schools? The crucial element is a transparent mechanism for allocating funding – but can a MAT really do better than the national formula? There may be complaints about its fairness, but it is at least independent and transparent.

The key is how you gain the benefits of working together without losing headteacher accountability for their school. The top-slice mechanism is flawed – 3 per cent may just pay for the chief executive and their expenses account, whereas 7 per cent or even 10 per cent may provide a host of cost-effective benefits you would otherwise have to pay for – but as the article notes there is always pressure to keep this figure low.

As always, working together is the answer, and whatever approach you take needs to work in three scenarios. Crisis (people will always pull together) and good times are the easy ones – the challenge is whether it will work in bad times and drive the right behaviours from the whole team.



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

WEEK IN WESTMINSTER

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

MONDAY

Documents show that the Department for Education spent £500 on printed copies of its guidance document Reducing the gender pay gap: evidence-based actions for employers for its equalities team to hand out at the annual CIPD conference.

Given that Lord Agnew has declared war on colour photocopying in schools, we hope every one of them was in black and white.

TUESDAY

Mark Lehain, the boss of Parents and Teachers for Excellence, has proved himself to many as the acceptable face and voice of Conservative education policy, so it's no surprise we often see him quoted in DfE press releases and news items.

But it appears that the Bedford Free School founder has become so ubiquitous that the DfE doesn't bother to give him a job title any more. This week, in a press notice, he was simply quoted as "Mark Lehain".

It features ground-breaking accessibility arrangements that have been used to shape the final version of the check.

Mark Lehain said:

"In providing a standard, quick and simple check of accessibility, its careful development and implementation, done in

In the same press release, Nick Gibb was introduced as "school standards minister".

WEDNESDAY

Viewers of the education committee

this week were treated to some vintage Gibb, as the schools minister recited a greatest hits of statements to defend school funding.

After a couple of frosty exchanges with Lucy Powell, the former shadow education secretary, Gibb demonstrated his iron will by facing down Powell and



Robert Halfon, the committee chair, to even blame squeezed funding on the 2008 financial crash.

We also got a guest appearance from Gibb's edu-hero ED Hirsch. The educationist was mentioned a couple of times, with Gibb at one point reading out some of the man's quotes that he'd clearly prepared earlier.

All classic Gibb behaviour, and we wouldn't have him any other way. But, we do have a small bone to pick.

When questioned about our shock findings last week that DfE cost-cutting advisers told schools to cut down on lunch portions and pocket charity funds, Gibb dodged the question and instead claimed we'd taken the recommendations out of context.

It was ironic, therefore, to hear him go on to say that "we know" EBacc subjects are "regarded as the subjects that keep the widest possible options open for young people", a statement for which there's no evidence whatsoever. Then again, as we were taught at

journalism school, you should never let the facts get in the way of a good story.

THURSDAY

As Brexit chaos struck the House of Lords, Lord Agnew was forced to send his apologies – and a delegate – to an Education Policy Institute event.

It fell to Kate Copley, a deputy director from the Education and Skills Funding Agency, to read Agnew's speech to delegates, which was particularly awkward, given that he dedicated a paragraph of it to attacking *Schools Week's* coverage of his school resource management advisers.

As flattering as the attention is, we don't think ministers should send their subordinates to do their dirty work, even if they are part of a government that is fighting for its very existence.

It's been almost two years since the new GCSE grading system was rolled out, but a quarter of the country still doesn't get it.

Ofqual's latest perception survey reveals continuing confusion about the new 9 to 1 grades.

Twenty-four per cent of the general public incorrectly believe 1 is the highest grade available, while 13 per cent said they didn't know.

Worryingly, 3 per cent of teachers and 1 per cent of heads also gave the wrong answer when asked which grades were at each end of the scale.

Nick Gibb, the schools minister, said the statistics showed that teachers and pupils "have responded well" to the new qualifications.



Cumbria Education Trust

RESPECT • RESPONSIBILITY • RESILIENCE *Be the best you can be!*

The Whitehaven Academy

Required: 1st September 2019

DO YOU SHARE OUR PASSION TO INSPIRE EVERY YOUNG PERSON TO REACH THEIR POTENTIAL?

The Whitehaven Academy is part of the Cumbria Education Trust. CET is a growing multi academy trust based in Cumbria which currently comprises three secondary and four primary academies. CET is committed to creating outstanding, innovative and inspiring learning environments for our schools and their communities. The successful candidates will be joining CET at an exciting time, as we continue to build on our successes and move forward on our journey to establish ourselves as one of the highest performing MATs in the North of England.

Our purpose is to deliver outstanding educational provision and ensure all pupils/students receive high quality teaching and learning opportunities.

Our aim is for each CET academy to demonstrate consistent year-on-year improvement. We believe in the importance of working with others to share knowledge and best practice and we want all our pupils/students to develop a thirst for knowledge. We are passionate about putting young people first and equipping them for success in the future.

This is a really exciting opportunity to join The Whitehaven Academy at a pivotal time as it has just been announced that the DfE will provide significant financial investment to redevelop the school. Work is due to commence in Spring 2020 with opening scheduled for Easter 2021. With a clear vision and strategy for improving education, we are looking to appoint professionals who are committed to improving the life chances of the young people who attend The Whitehaven Academy. In return CET will offer competitive salary, training, support and opportunities for both personal and professional development and career progression within the Trust.

The successful candidates will be expected to deliver year on year improvements to ensure that The Whitehaven Academy becomes the school of choice for the young people of Whitehaven and we seek to appoint for the following vacancies:

HEADTEACHER

Closing date: Monday 15th April 2019.

Assistant Headteacher – Learning Provision

Closing date: 12pm, Tuesday 30th April 2019;
Interviews: Wednesday 8th May 2019

Curriculum Leaders:

Humanities (History and Geography)
Modern Foreign Languages (French and Spanish)
Personal Development and RE
Technology (H&SC, Engineering, Business Studies,
IT, Technology)

Closing date: 12pm,
Tuesday 16th April 2019
Interviews: Thursday 18th April 2019

Teachers:

Chemistry
Engineering
Geography
History
Maths
Physics

Closing date: 12pm,
Tuesday 30th April 2019
Interviews: Tuesday 7th May 2019

To Apply

If you have the qualities required, along with the passion and aspirations to contribute to the success of the School and the MAT, then we would welcome an application from you.

Please Note: The Cumbria Education Trust does not accept CVs. If you wish to apply for this post please complete an application form which can be found along with the job description and/or recruitment pack on the School's website <https://www.whitehavenacademy.org.uk/>

Please send applications to schooloffice@whitehavenacademy.org.uk

Remember to include a supporting letter and ensure that you give contact telephone numbers (daytime and evening) and contact numbers and email addresses for your referees.

For an informal discussion or to arrange a visit, please contact the School on **01946 595400**

The Cumbria Education Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS disclosure and Barred List checks are required for this post.



**King Arthur's
School**



Curriculum Lead for Maths

Salary: MPS/UPS + TLR (+ recruitment/relocation allowance for the right candidate)

Contract: Permanent

We are looking to appoint an inspirational Curriculum Leader of Maths who will join a team of Maths specialists across the Trust's schools as the Head of Department at King Arthur's School. This post will be ideal for either someone looking for their first Department lead role or someone with leadership experience looking for a new challenge in a new area.

The successful candidate will have high expectations and the skills to raise standards further. They must be able to demonstrate evidence of truly effective middle leadership and have a passion and desire to promote a love of learning, number, logic and problem-solving.

This role will be challenging, yet immensely rewarding. We will offer an excellent package.

You are warmly encouraged to visit our school prior to application, please do not hesitate to contact Bella Byrne who will be happy to

arrange this. Our CEO, Steve Hillier or the Head of School designate, Jen Jacklin, is available to have an informal discussion with interested applicants about the role. Please contact his assistant **Bella Byrne** on **01935 811066** or at Bella.Byrne@sast.org.uk

For a recruitment pack and online application form, please visit the school website or trust website: www.sast.org.uk

Start Date: 1 September 2019 (or earlier if available)

Closing Date: 9.00 am on Tuesday 23rd April 2019

Interviews: Thursday 25th April 2019

SAST and King Arthur's School have an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all sectors of the community.



Chief Executive Officer Learning without Limits Academy Trust

Start date: 27th August 2019.

£113,782 - £119,541

Based at The Lancaster Academy, Leicester

The current and founding CEO of Learning without Limits Academy Trust is retiring this year and the Trustees are seeking to appoint a successor who shares the values and ambitions of the Trust.

We are looking for a dynamic and suitably experienced candidate who is passionate about improving the life chances of children, especially disadvantaged children, and is someone for whom our values and ethos resonate.

For an informal chat about the position, please contact **Denise Newsome**, CEO, on **07801- 819565**.

For an application pack please contact **Sally Oakes**, HR Admin on **0116 2221616 ext 149** or soakes@babington.leicester.sch.uk. Alternatively please see our website www.lwlat.org.uk for more details.

Completed applications to be sent via email to dnewsome@lwlat.org.uk or **Denise Newsome**, CEO, **The Lancaster Academy, Knighton Lane East, Leicester, LE2 6FU**

Closing date: Monday 8th April 12noon.



Assistant Principal

Salary: L12-16 (£52,413-£57,933) | Available from September 2019

Permanent position

This is an exciting new role created through the continued expansion and investment in Secondary schools within the Eastern Multi-Academy Trust.

Primarily based at King's Lynn Academy the successful postholder will also support the provision of science at King Edward VII Academy, also in King's Lynn.

This is a fantastic opportunity for an existing high quality Head of Department, or existing Assistant Principal, with a proven track record of improving attainment. This leadership post would suit applicants looking to embark on the next step of their senior leadership career.

The successful candidate will inspire and motivate students to ensure that they achieve their full potential. You will be engaging, enigmatic and enthusiastic while maximising the enjoyment, engagement

and outcomes of young people within the faculty. You will develop innovative, non-traditional approaches to the subject matter in order to ensure appropriate access and achievement for all students.

By getting to know every student well and providing the assistance each person needs to succeed, we create a strong community where our staff and students truly pull together

In addition to holding Assistant Principal responsibilities this role will play a key part in developing the science curriculum by acting as the trust lead for science.

To apply visit www.eastern-mat.co.uk/vacancies

Closing date 19th April 2019 (3pm).



**King Arthur's
School**



Curriculum Lead for Science

Sherborne Area Schools' Trust based at King Arthur's School Wincanton, Somerset

Salary: MPS/UPS + TLR

Contract: Permanent

We are looking to appoint an inspirational Curriculum Leader of Science who will join a team of Science specialists across the Trust's schools as the Head of Department at King Arthur's School. This post will be ideal for either someone looking for their first Department lead role or someone who with leadership experience looking for a new challenge in a new area.

The successful candidate will have high expectations and the skills to raise standards further. They must be able to demonstrate evidence of truly effective middle leadership and have a passion and desire to promote a love of learning and literacy.

This role will be challenging, yet immensely rewarding and you will be supported by an experienced leadership team. We will offer an excellent package.

You are warmly encouraged to visit our school prior to application, please do not hesitate to contact Bella Byrne who will be happy to

arrange this. Our CEO, Steve Hillier or the Head of School designate, Jen Jacklin, is available to have an informal discussion with interested applicants about the role. Please contact his assistant **Bella Byrne** on **01935 811066** or at Bella.Byrne@sast.org.uk

For a recruitment pack and online application form, please visit the school website or trust website: www.sast.org.uk

Start Date: 1 September 2019
Closing Date: 9.00 am on Tuesday 23rd April 2019
Interviews: Thursday 25th April 2019

SAST and King Arthur's School has an absolute commitment to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake an enhanced criminal record check via the DBS. The Trust values the diversity of our workforce and welcomes applications from all sectors of the community.



ASPIRATIONS



South Coast Region CEO

Required for September 2019 or January 2020:

Salary negotiable (based on experience) + performance bonus

Are you ready to lead a group of academies into the next stage of their development? Are you passionate about raising the aspirations of all students and staff? Are you prepared to be part of an Academy group that is dedicated to transforming education so our students are ready for success in the 21st century? Are you ready to take on this unique challenge?

The South Coast Region will consist of six academies (2 primaries, 1 junior, 2 secondary and 1 all-through) in September 2019, with the Livingstone Academy Bournemouth all-through planned opening in 2020. The intention is to further grow the District.

Application forms, job description and further details are available from www.aspirationsacademies.org/work-for-us/ or by contacting Caroline Barringer, The Aspirations Academies Trust, email: carolinebarringer@aspirationsacademies.org

Closing date: Friday 3rd May 2019

If you would like a confidential discussion with the Managing Director about the role, please contact Caroline Barringer and she will arrange this.

Learn more about Aspirations Academies at: www.aspirationsacademies.org

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