

# SCHOOLS WEEK

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

The 7 stubborn problems of school leadership

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Computing says no: National SCITT crashes



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Williamson wants 'flatter' teacher pay scales



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Schools told to 'set off alarms' for climate campaign



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## 'We'll be radical but responsible'

The shadow ed sec speaks to *Schools Week* about the future of Ofsted, whether Corbs pulls the strings and those lack of policy details

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# Chaos of free schools in makeshift buildings revealed

- Almost half of new free schools open in temp homes, with most still in limbo
- School has three sites in as many years, another could face axe in council row
- Ofsted flags flaws but praises defiant staff (who had to install new toilets!)

INVESTIGATES

PIPPA ALLEN-KINROSS | @PIPPA\_AK

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SCHOOLS WEEK

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## Editor's top picks



**Cat Scutt: Look after teachers and the students look after themselves**

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**Ofsted launches £2m HMI recruitment spree**

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## Profile: Talking academies with Michael Pain



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# Compting SCITT plan fails to load

PIPPA ALLEN-KINROSS

@PIPPA\_AK

EXCLUSIVE

Plans for a national computing SCITT have crashed after the government failed to attract any "suitable bids" to run it.

Schools Week revealed in March that the Department for Education was seeking organisations with "national reach" to run the computing school-centred initial teacher training programme.

The SCITT was expected to develop a national network of eight hubs by the end of summer next year, and suggested an annual recruitment target of 40.

The contract was due to begin today with recruitment set to start this autumn.

But the DfE has confirmed its procurement process "didn't result in any suitable bids" and that it was now "considering next steps". It would not say how many bids were received.

Bob Harrison, a school governor and former chair of the DfE computing expert group, said: "You've got the perfect storm of a national curriculum that is not fit for purpose, a qualifications system that doesn't meet the needs of all learners and a massive gap in ... qualified teachers able to teach it.

"They need to completely review what has happened, not just sticking plasters like a SCITT or throwing money at it. The whole thing needs to be re-evaluated, why we have ended up here and what we need to do to put things right."

Recruitment for computing teachers rose from 66 per cent of the target number in 2017-18 to 73 per cent this year, but the government is concerned about low uptake of its new computer science GCSE and wants more teachers to deliver it.

The decision to create another subject-specific



SCITT was met with scepticism after other national programmes struggled to recruit their target numbers.

Sarah Yarwood, the director of the maths and physics SCITT led by Wycombe High School in Buckinghamshire, said her centre had tripled the number of trainees this year, with 40 now on roll compared with 13 last year.

However, she said any schools applying for a computing SCITT would find attracting trainees "really, really hard", with skilled professionals able to get well-paid jobs outside teaching.

"Are schools wanting to take the risk with that? It's a difficult ask," she said. "It doesn't surprise me they have struggled."

Meanwhile the modern foreign languages SCITT, based at Silverdale School in Sheffield and backed by Sheffield Hallam University, recruited 54 trainees this year, 15 of whom deferred until next year. Last year it had 35 trainees on roll.

James Noble-Rogers, the executive director of the Universities Council for the Education of Teachers, said losing the computing SCITT was unlikely to have a "negative impact" on teacher recruitment as it would have "simply drawn student teachers away from existing, tried and tested, providers".

"We have nothing against the establishment of new national providers in specific subject areas where additionality can be demonstrated and quality of provision guaranteed. But if these conditions can't be met, the new provision would be nothing more than window dressing."

Emma Hollis, the executive director of the National Association of School-Based Teacher Trainers, said existing training providers were "well placed" to deliver subject knowledge expertise without the creation of another subject-specific SCITT. But she warned that developing in-depth subject knowledge "cannot solely be the remit of ITT providers".

## Where have all the new teachers gone?

KATHRYN SNOWDON | @KATHRYN\_SNOWDON

One in five teachers was not teaching in a state-funded school within 16 months of qualifying, new statistics show.

Department for Education figures released yesterday reveal that the percentage of teachers working in a state school more than a year after being awarded qualified teacher status dropped from 83 per cent in 2016-17 to 81 per cent in 2017-18.

However, while the percentage of teachers working in state-funded schools decreased, the number in schools rose slightly.

Overall, 20,540 postgraduate trainee

teachers awarded QTS in 2017-18 were teaching in a state school 16 months after qualifying, compared with 20,433 in 2016-17.

The number of new teachers working in primaries rose from 9,034 in 2016-17 to 9,639 in 2017-18.

But nearly 500 fewer new teachers ended up in secondaries, down from 11,399 in 2016-17 to 10,901 last year.

Statistics on the employment status of new teachers this year focuses solely on those in the state sector.

The figures previously included teachers in the independent sector and abroad, and looked at their employment status six months after qualifying, rather than 16.

The Department for Education said it planned to boost salaries up to £30,000 by 2022-23 for new staff to keep teaching "an attractive profession to join".

A spokesperson added: "We have also launched the Early Career Framework to ensure newly qualified teachers are provided with early career support and development, including mentoring."

## News

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Gavin Williamson visits Pimlico Primary in central London



## 'Flatter' pay could put off leadership hopefuls

FREDDIE WHITTAKER

@FCDWHITTAKER

Plans for a "flatter" teacher pay progression system could be a disincentive for experienced staff to take on leadership posts, says the National Association of Head Teachers.

Earlier this week, Gavin Williamson, the education secretary, instructed the School Teachers' Review Body (STRB) to advise the government on how a new pay system might work.

In his remit letter to the body for 2020, which followed a pledge to raise starting salaries to £30,000 within three years, Williamson asked for "additional advice to schools on the pay progression pathway for classroom teachers", including advisory pay points on the main and upper pay ranges.

He points to a "strong case for schools to move towards a relatively flatter pay progression structure than is currently typical, alongside significantly higher starting and early career salaries".

This implies the STRB's ability to recommend pay rises will not be limited as it has been in recent years, although it will still fall to the government to approve the final rise.

James Bowen, head of policy at the NAHT, said although the £30,000 starting salary could prove a "big recruitment incentive" for graduates, the change to progression "may mean some come in for the higher starting salary, but don't stick around beyond a few years".

He said the change would not address issues with teachers leaving in the first five years because "you aren't going to be much better off in five years under a new flatter structure".

Bowen also warned of a possible squeeze "between top of the main scale and leadership pay scales".

"They'll have to raise the main scale a bit at the top for it to work. This could act as a disincentive to taking on leadership posts."

In his letter to the STRB, Williamson said he wanted an "assessment of the adjustments that should be made to the salary and allowance ranges for classroom teachers, unqualified teachers and school leaders to promote recruitment and retention".

This should be "within the bounds of affordability across the school system as a whole and in the light of my views on the need for an uplift to starting salaries".

He also asked for the body's view "on the role of progression to the upper pay range and the continued case for separate main and upper pay ranges".

Unusually, the letter does not include the education secretary's view on how much schools can afford to lift salaries in 2020-21, simply setting out that the STRB "will want to ensure they are affordable within the funding settlement announced".

Andrew Morris, the assistant general secretary of the National Education Union, said more information was needed about what Williamson meant by a "flatter structure".

"If he means faster progression to higher pay, without unfair and unworkable performance requirements, then teachers will welcome it.

"If he means a structure that puts more hurdles in the path of progression, offers experienced teachers no more pay than now and expects them to undertake additional duties without payment, that would be completely unacceptable."

## Funding pledge still leaves 'unprecedented' 13-year freeze

PIPPA ALLEN-KINROSS

@PIPPA\_AK

The government's promise for extra funding will just about wipe out recent cuts – but still leaves schools facing an "unprecedented" 13-year freeze in funding.

Boris Johnson pledged to reverse education cuts during the leadership contest by adding £4.6 billion plus inflation each year into the schools budget by 2022-23.

Last month, the Department for Education revealed further details of the extra cash, claiming it totalled a £14 billion boost to budgets. This was the cumulative total of extra funding they would give schools over three years.

However, the fine print of the announcement showed schools will see a £7.1 billion rise in funding annually by 2022.

Now the Institute for Fiscal Studies (IFS), in its second annual report out today, has claimed this actually equates to just £4.3 billion in today's money (without including future inflation).

The report states this will just about cover the 8 per cent cuts in spending per pupil since 2009, amounting to a 7.4 per cent growth in funding.

And even with this increase taken into account, it still amounts to a 13-year real terms freeze, described by the IFS as an "unprecedented period without growth".

Geoff Barton, the general secretary of the Association of School and College Leaders, said the report was a "sober assessment of the government's hyped-up announcements over education funding".

"It should also be noted that none of these spending commitments starts until 2020 and does not alleviate the current crisis in our schools and colleges."

It comes after Facebook this week deleted a Conservative party advert on the platform that carried a BBC logo and headline saying "£14 billion pound cash boost for schools", despite the story it linked to putting the figure at £7.1 billion.

The actual headline on the BBC news piece also read "Multi-billion pound cash boost for schools".

Fact-checking charity Full Fact told the BBC that political parties should not "misrepresent the work of independent journalists in this way".

On the IFS report, the Department for Education spokesperson said their "£14 billion investment in schools" was "the biggest cash boost for a decade".



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# Investigation

## FREE SCHOOLS WAIT (AND WAIT) FOR PERMANENT HOMES

PIPPA ALLEN-KINROSS  
@PIPPA\_AK

EXCLUSIVE

Almost half of the new free schools of the past three years opened in temporary accommodation, with most still not in a permanent home.

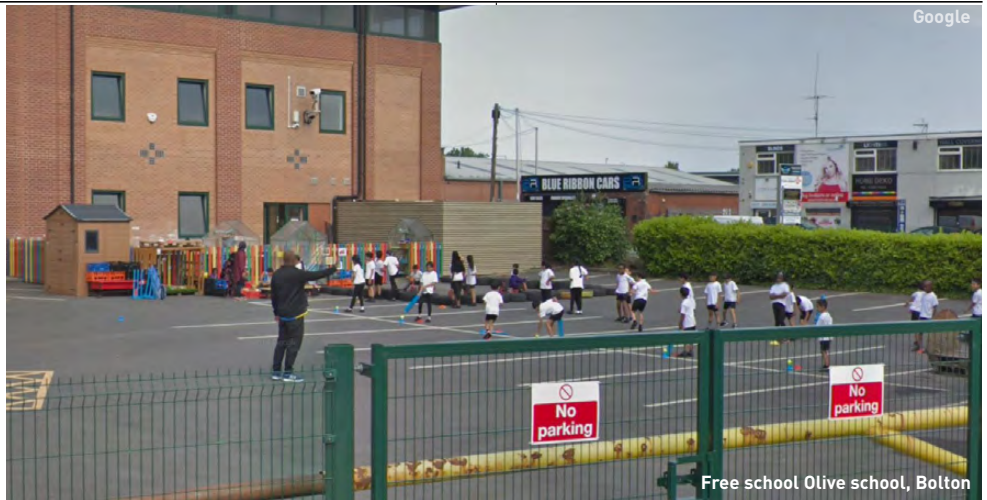
An investigation by *Schools Week* has also found Ofsted inspectors are flagging land issues in critical judgments, with one school now in limbo for seven years.

Another school, Katherine Warington School in Hertfordshire, this week had to send pupils on a bus ten miles down the road to a university campus because its building wasn't ready.

School leaders are being left to improve sites themselves - with one school having to install new toilets, while another school has had three different sites in three years.

And International Academy of Greenwich, south London, could face having the plug pulled because it cannot secure planning permission, despite operating for three years on a temporary site.

The findings come as the government recently confirmed its commitment to delivering more free schools, although Unity Howard, the director of the New Schools Network, says finding a suitable site is the "single biggest issue" for new schools.



### 'Operating a school with no clear plan for its future is deeply irresponsible'

Figures obtained by *Schools Week* through a freedom of information request show that 92 of the 188 free schools that opened between September 2016 and August this year did so in temporary accommodation.

Twenty-seven had moved to a permanent home by the start of the summer, with 14 more moving in time for this term.

However 25 of the 61 free schools that opened this month were in temporary accommodation.

Kevin Courtney, the joint general secretary of the National Education Union, said it "beggars belief" the government was "pushing on with a programme that creates

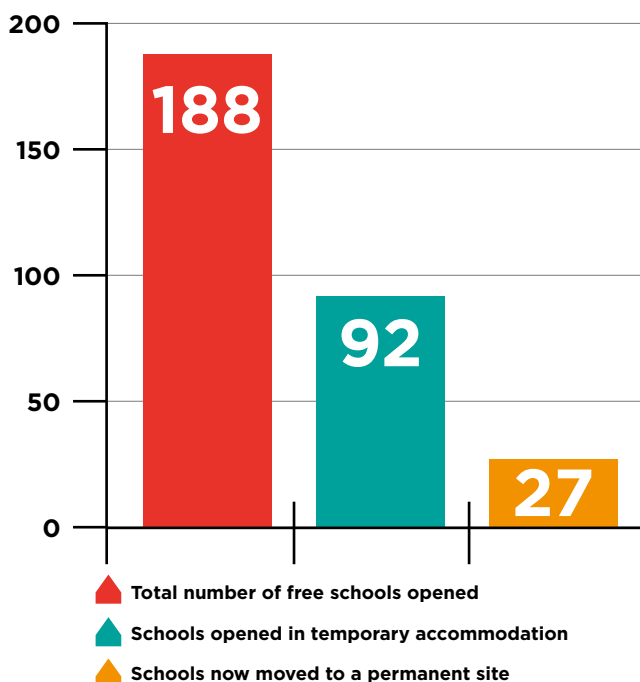
such turmoil and waste".

"Opening a school with no clear plan for its future is deeply irresponsible and shows the utter incoherence of this policy."

### Ofsted: delays in planning permission has negative impact

International Academy of Greenwich (IAG) has been based in a converted church since September 2016. In July this year Greenwich council rejected its most recent attempt to secure planning permission for a permanent site, arguing that the borough did not need more secondary school places.

In a statement, IAG said it was "currently awaiting ministerial level clarity about how the school will proceed from here".



	TOTAL NUMBER OF FREE SCHOOLS OPENED	SCHOOLS OPENED IN TEMPORARY ACCOMMODATION	SCHOOLS NOW MOVED TO A PERMANENT SITE
2018/19	69	29	3
2017/18	57	26	6
2016/17	60	37	18
<b>Total</b>	<b>188</b>	<b>92</b>	<b>27</b>

# Investigation

Ofsted rated it "requires improvement" in July in a report that warned "changes in senior leadership, high staff turnover and delays in planning permission for the new building have had a negative impact".

Liz Robinson, the co-director of Big Education Trust, which took over the school last year, said many of Ofsted's concerns related to the temporary site and the "uncertainty that introduces to staff and curriculum planning".

"Until the accommodation situation is clarified by the Department for Education, these issues continue to provide challenges for the school team."

Howard, the NSN director, placed the blame with local authorities for "dragging their feet" over planning permission.

"If councils continue to obstruct and delay, the government should step in and legislate to compel them to release what is already publicly owned land to new free school groups."

## 'Being so tightly packed together has strengthened the school community'

However, others in temporary accommodation have been praised.

Ofsted has inspected 35 of those that have opened since September 2016. Twelve are "outstanding" and 17 are "good". Four required improvement, with just two – Rugby Free Secondary School and Daventry Hill School, both in the Midlands – rated "inadequate".

Canary Wharf Crossharbour secondary in London's Docklands, which was rated "good", has moved three times since it opened in September 2016. It has been based in a former office block since last year.

But Sarah Counter, the chief executive of the trust Canary Wharf College, said it had to dramatically reduce pupil intake, making finances "very, very tight". Staff had "great excitement and enthusiasm", but ongoing disputes about the site had delayed it moving to a permanent home.

"I still don't know if we're ultimately going to get it. It seems to all be very difficult," she said.

"It's not much fun having to pack up your boxes at the end of every year. Some of our staff have said with glee 'this is the first time I've been in the same classroom for two years running'."

Star Academies has opened eight free schools in temporary accommodation since September 2016, including two this month.



A spokesperson said that waiting for the right site and building work risked "delaying opening that provision for children who need it".

"We've always been very clear that it's what happens inside the building that matters – and as we have shown, you can still

## It's not much fun having to pack up your boxes at the end of every year

deliver outstanding provision in temporary buildings."

The all-through Wootton Park School in Northamptonshire, which Ofsted has rated "outstanding", has been based in modular buildings since it opened in 2016. It had planned to move to its permanent site this year, with 724 pupils, but delays to construction work delayed this until next summer.

Dan Rosser, Wootton's head, said it was "frustrating" that the school could not deliver subjects such as design technology in the temporary buildings. However, he said being "so tightly packed together" had strengthened the school community.

"We embraced it. We made it work for us," he said. "I think if you fight against it, well actually there's nothing you're going to change."

## 'School leaders have worked hard to improve the building'

School leaders are also having to improve facilities themselves. The Orchard School, a special school in Trafford run by the Dunham Trust, has been in temporary

accommodation at a site previously used by another primary school since September 2016.

It was rated "good" by Ofsted, inspectors saying that its leaders had "worked hard" to improve the building, including installing new pupil toilets and trying to "address temperature issues". However, it said the school "still requires some improvements to maximise learning opportunities and enhance the welfare of pupils". The school did not respond to a request for comment.

Meanwhile, the Grove School, a special school in Haringey, north London, run by Heartlands Community Trust, opened last year in split-site temporary accommodation. Building work has begun on its permanent site, but the school is still having to find "additional funding" itself to "improve upon the sensory rooms, soft play areas" and other equipment, including water therapy rooms and an outdoor gym and play area. The school is hoping to raise £182,000 for all the equipment it will need at its permanent home.

Some schools have also had multiple year groups spend their whole schooling in temporary accommodation.

Cobham Free School in Surrey opened in August 2012 and is yet to move into its permanent site, although its sixth-form centre opened this year. Tauheedul Islam Boys' High School in Blackburn, run by Star Academies, also opened in August 2012 and moved into its permanent home this term, while Abacus Belsize Primary School in north London is still waiting for planning permission after opening in September 2013.

A spokesperson for the DfE said it "always endeavours" to open free schools in permanent locations but it "can take some time to secure".

"When this is not possible, we make sure that the temporary site is safe and suitable for educational purposes."



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# Ofsted on HMI hunt for 'outstanding' schools

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@KATHRYN\_SNOWDON

EXCLUSIVE

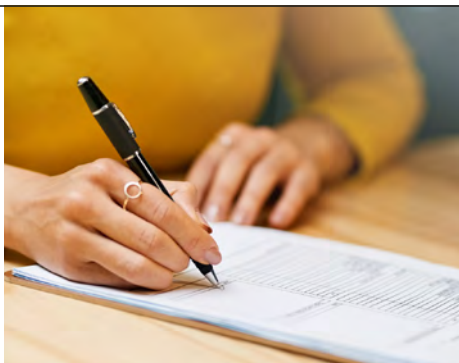
Ofsted has launched a £2 million pound recruitment push ahead of the expected lifting of the exemption for "outstanding" schools.

The watchdog is looking to take on another 30 inspectors (HMI) on starting salaries of £72,665 once they have passed probation, according to its advert. If all 30 roles are filled, the salaries would total £2,179,950.

An Ofsted spokesperson told *Schools Week* that HMI roles were recruited "well in advance to take account of regular turnover and potential changes in the demand for inspection.

"We also take into account lengthy notice periods and the time it takes to train inspectors."

The government confirmed earlier this month that it will scrap the exemption for "outstanding" schools, following criticism that some have not been inspected for a decade.



Following the publication of a consultation, and subject to parliamentary approval, the exemption will be lifted by September next year.

Ofsted has been in favour of inspecting "outstanding" schools, which were let off inspection during Michael Gove's tenure in 2011.

However, it is not yet clear if Ofsted will get extra cash to carry out more inspections.

The watchdog accepted earlier this year that staff shortages had reduced the number of inspections. There are 157 HMIs, 18 fewer than last September.

Stephen Rollett, the curriculum and

inspection specialist at the Association of School and College Leaders (ASCL), said recruiting more HMIs was "prudent and sensible" to "ensure the inspectorate has sufficient capacity to inspect outstanding schools and sufficient time in which to train them before the exemption is lifted.

"We do not have any information about how this is being financed, but we would imagine it is being managed within the existing budget ahead of any decision by the government on the allocation to the inspectorate in the future."

He said any decision on future funding would need to "balance the cost of inspections with the need to be careful about how much money is spent on inspection. However, it is in the interests of everybody to ensure that inspections are of the highest quality."

Nick Brook, the deputy general secretary of the National Association of Head Teachers, has previously said Ofsted's resources might become "stretched" as it might not have the "capacity and capability to deliver the new expectations being placed on it".

# Set off your alarm for climate protests

PIPPA ALLEN-KINROSS

@PIPPA\_AK

Schools are being advised to "set off alarms" and "drop the curriculum for the day" as part of a protest on climate change today.

Today's action is widely predicted to be the largest ever protest against climate change, with thousands of walkouts and demonstrations around the world.

In Doncaster, the council wants headteachers to "sound the alarm" at 11am in support of the protest and has encouraged them to appoint climate change leaders in their schools.

The council refused to clarify what sort of alarms these would be.

Mark Lehain, the director of the Parents and Teachers for Excellence group, said schools had a "moral and professional obligation" to cover environmental issues in a "calm and informed way without freaking out or distressing children who might already be anxious or vulnerable".

"Talk of climate catastrophe, or setting off

alarm bells and then discussing impending disaster, ignores the progress made on the issue, fails to give pupils the complete picture and is unnecessarily detrimental to their wellbeing."

Meanwhile the National Education Union (NEU) has suggested schools hold playground demonstrations and "drop the curriculum for the day" to teach environmental and ecological issues.

Kevin Courtney, the union's joint general secretary, said schools "understand the importance of listening to young people".

"Transitioning to a zero-carbon society requires an education system that meets the demands of the climate crisis and NEU members will wish to be a part of the movement to reshape the curriculum to reflect the climate emergency."

Geoff Barton, the general secretary of the Association of School and College Leaders, said it was a "matter for the professional judgment of school leaders to decide what activities are appropriate". It should be "balanced with the other demands of the timetable".



Guidance from the National Association of Head Teachers said it was every school leader's "first duty to keep children safe during school hours". They could not "condone pupils leaving school premises to take part in protests".

Riana Nelson, the director of learning, opportunities and skills at Doncaster council, said schools have been asked to "show support and conscious commitment to collective action on climate change".

A photograph of students in a classroom. A young woman in the foreground is smiling and looking towards the right. Other students are visible in the background, some looking at their work.

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# CPD firms struggle as funding squeeze shifts landscape

JOHN DICKENS

@JOHNDICKENSSW

EXCLUSIVE

Two major school membership organisations have posted losses as schools tighten their belts in the face of budget restraints.

One of the companies has scaled back the number of conferences it runs, with staff now increasingly sent into schools, while another continuing professional development provider was forced to run a training camp over a weekend because of the “increased challenge” for teachers to “secure release” from the classroom.

The PiXL Club, which provides “strategic creativity” to boost results among its nearly 3,000 member schools, has suffered two years of finance woes.

Annual accounts published last month – the first time a full set of accounts has been published as it is now considered a large company – show a £1 million operating deficit last year.

PiXL launched a major financial overhaul and its 2016-17 accounts had to be restated to show a previously unreported £1.5 million operating deficit.

New directors have overseen internal cuts – such as cheaper venues and less food at conferences – and it’s now on the way to posting a surplus of at least £600,000 this year, the firm said.

But the company flags the funding climate, stating in its accounts that the “schools we work with continue to operate within tight budgetary constraints resulting from government funding and the economic climate”.

Christine Hardman, a PiXL director with an overview of finance, told *Schools Week*: “Where members don’t renew [their membership], the majority will say it’s financial reasons. We have been absolutely privileged by the fact that our members continue to grow – but we’re very mindful about increasing membership fees significantly.”

SSAT, the schools, students and teachers’ network, has also been struggling. Its most recent accounts show an after-tax loss of £532,450 last year, compared with a £6,202 profit in 2017.



The accounts say this was down to the “financial constraints of school budgets, a reluctance of schools to release staff for day events and programmes, and schools wanting training to be more bespoke and delivered in-house”.

Analysis of financial returns by the data specialists SchoolDash in January found that schools’ spending on CPD had plummeted by £23 million, from £259 million in 2015-16 to £235.8 million in 2016-17 – a drop of almost 9 per cent.

Experts have previously said the figures may also reflect schools and trusts turning to free, in-house training to support their staff, particularly under the multi-academy trust structure.

To meet the changed demand, SSAT is providing more “bespoke” training for schools and academy trusts, with the number of conferences “reduced considerably”.

At PTI, a school member charity, the number of teachers attending its events fell from 1,388 to 1,228 last year.

The charity, which works with about 450 schools, says this was “driven largely by subject leadership programme members not attending their end of year day due to difficulties being released from school”.

The “increased challenge for teachers to secure release from school”, also forced it to last summer host a weekend residential.

PTI’s charitable activities also dropped by 15 per cent to £384,000. The fall was attributed to price discounting to “attract

schools affected by budget cuts”.

Hardman added: “We’ve had to be very tight on our spending. There is the constraint on not putting our fees up, but we’ve had to be far more mindful to cost cutting – without cutting that service that we give schools.”

Directors’ pay seems unaffected. Accounts show the highest-paid director at PiXL got £187,700 last year, compared with £120,000 in 2017. The unnamed director has since left.

PiXL was criticised after a *Schools Week* investigation in 2015 revealed it urged school leaders to enter “vulnerable” pupils into a fast-tracked ICT qualification, taught in just three days, to ensure they achieved five A\* to C grades.

Entries to the subject rocketed by more than 2,000 per cent in a year, but the government later pulled the qualification from league tables following gaming concerns.

PiXL’s accounts say its “reputation and appeal” has been built on “strategic creativity related to delivering improved outcomes for students, together with the development of character in all our young people”.

Hardman added: “We like to say that we scratch the itch and schools are valuing what we are doing.”

The government has previously said it its “committed to improving support and professional development for teachers at all stages of their career”, in particular through the new early career framework.

## News: Labour conference

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## Ofsted's future hangs in the balance

EXCLUSIVE



FREDDIE WHITTAKER

@FCDWHITTAKER

**Freddie Whittaker talks to Angela Rayner, the shadow education secretary, ahead of the Labour Party conference that begins in Brighton this weekend**

Labour is "looking at all options" for an overhaul of the school accountability system, including replacing Ofsted.

In an exclusive eve-of-conference interview with *Schools Week*, Angela Rayner, the shadow education secretary, refuses to rule out scrapping the inspectorate, but does concede there is a need to replace it with a new system to hold schools to account.

She says Labour's national policy forum has discussed the idea of replacing the watchdog, a move favoured by the National Education Union, and that "various different options" are being considered by the party as it fleshes out its plans for a national education service (NES).

Corbyn announced the service as a flagship policy during his first leadership

campaign in 2015, but it is still little more than an umbrella term for a series of existing policies, including changes to the academies system, a boost to school funding and extending free school meals to primary pupils.

The second of two consultations on the party's plans focused on accountability, and it is common knowledge that policy advisers were looking at the future of Ofsted.

Rayner says the idea of abolishing Ofsted "is something that's come out through the policy forum. Obviously people have views across our party on that and we're looking at all options.

"[The system] drives bad practice at the moment. I don't think it's Ofsted that does that, it's the politicisation through the DfE's politicians that has done that.

"There are issues with the current set-up – with Ofsted – and we are looking at that. In the near future I'll say more on it."

Asked what Labour might put in place instead, Rayner says: "Parents need to feel confident and I will need to feel confident that our state system is performing to the best of its ability. So we recognise we need

a system in place, but we also recognise there are current weaknesses in the system."

Inspection isn't the only element of Labour's school accountability plans that remains up in the air.

The party is yet to say how it will reform the so-called "middle tier" between academies and Whitehall. Last year it said that although it would not create any new academies or free schools, it would let existing academies continue to run, albeit under a common "regulatory framework" that applied to all schools.

Rayner says the party has made "some progress" after receiving "lots of submissions" to its consultation, and that she will "say more in my speech to conference".

"The system is not fit for purpose and we want to create a national education service that is democratically accountable to the state. That's what we're going to be proposing."

But what about this NES? Any more details on the way? Rayner, who has now been in her job for more than three

# News: Labour conference

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years and who has served opposite four secretaries of state, is unapologetic about the time taken to develop firm plans.

"The responsibility of creating something as radical as the NES means you have to be evidence-based," she says, highlighting the "huge amount of information" available about education.

"I think it's entirely responsible to do what we've done." She points to announcements on admissions, exclusions and off-rolling, related-party transactions, academies and free schools and bringing back co-operative schools as examples of big announcements.

"It's very simple. It's a national education service, free at the point of use, from cradle to grave. I think most people understand that principle."

Corbyn's proposal to scrap SATs and the reception baseline test, outlined at the National Education Union's conference this spring, also needs filling out. The party has been criticised for failing to say what will replace the tests.

Rayner wants to see a system "that teaches our children to be resilient, to feel safe, to feel secure, feel valued and to get the good basic skills they need".

She says she might talk about it more in her conference speech "depending on how long I can have", a matter clearly still under discussion with Corbyn's office.

She denies rumours that the SATs proposal and other elements of the NES have been imposed by Corbyn (eyebrows



**"We're all singing from the same hymn sheet"**

were raised when it was the party leader who announced the plans).

She says she "actively encouraged Jeremy to do that announcement", and that she is "honoured" to be "in the driving seat alongside Jeremy and John [McDonnell]" in delivering the NES.

"There has been no animosity or problems with that. We're all singing from the same hymn sheet. We want to be as radical, but as responsible as we need to be to get a national education service that genuinely will be a legacy like the NHS was for our

1945 government."

The shadow education secretary also confirms that Labour will come up with updated education spending plans for its next manifesto. In 2017, it said it would pump £4.8 billion in extra revenue into schools to reverse years of real-terms cuts, but those figures are now out of date.

But will Labour's next school funding pledge reverse the cuts of the past decade and protect funding in real-terms?

"Absolutely. We are committed to that," Rayner says.

## Private school abolition could be party policy by Monday

Angela Rayner will not attempt to water-down a controversial motion at the party's annual conference that calls for the abolition of private schools to become official Labour policy.

The shadow education secretary said she was "at one" with John McDonnell, the shadow chancellor, who backed the motion by the AbolishEton campaign on Wednesday. Jeremy Corbyn is also said to be supportive.

The motion commits Labour to pledge in its next election manifesto to "integrate all private schools into the state sector".

This would involve withdrawing private schools' charitable status, business rate exemption and "all other public subsidies and tax privileges", and redistributing their endowments, investments and properties

"democratically and fairly across the country's educational institutions".

Party members are expected to debate the motion on Sunday, but the shadow education team has an opportunity to amend the wording during a process called "compositing".

However, in an interview with *Schools Week*, Rayner indicated she would not stand in the way of any proposed abolition.

"I've been in discussion with John and with Jeremy for some time now. One of the things that we've been very clear on right from the start is that the private education system in this country entrenches elitism and privilege."

New research by the Private School Policy Reform group suggested it would cost the

government £2.3 billion extra (6 per cent of the current education budget) to teach the 560,000 private school pupils in the state system.

However, the report estimated removing private schools' charitable status would raise between £100 and £150 million a year for the exchequer, while charging VAT on fees, an existing Labour policy, would raise about £1.75 billion.

Francis Green, research lead at PSPR and professor of work and education economics at UCL Institute of Education, said policymakers should consider all reform options and "commit to ordering an early financial audit of the sector's wealth, not least because some areas of policy are difficult to develop while our information ... remains incomplete".



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News

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DISADVANTAGED AREAS DO BETTER ON CAREERS SUPPORT

**FREDDIE WHITTAKER**

@FCDWHITTAKER

Schools across England are reporting an improved picture of careers support, but some areas are still lagging behind despite nearly £100 million of government funding to boost provision.

A state of the nation report by the Careers and Enterprise Company (CEC) shows that more schools are meeting the Gatsby benchmarks for good careers guidance, a measure promoted by government that all schools are encouraged to work to.

However, hundreds still do not meet any of the eight benchmarks, which include requirements such as encounters with employers, experiences of workplaces and encounters with further and higher education.

The CEC has received more than £95 million since its creation in 2014 to fund initiatives across England, including a network of voluntary enterprise advisers to work with individual schools and paid enterprise co-ordinators to work with them and groups of schools.

However, the organisation has faced questions about the value for money that it provides, especially after it had to go cap-in-hand to the government for more cash after attempts to make it self-sustaining failed.

Claudia Harris, the CEC's chief executive, said the report showed schools were "making progress", albeit from a "low base". She is also pleased with the level of engagement – 65 per cent of mainstream secondary schools in England completed Compass this year (an online tool used by schools to measure their own progress against the Gatsby benchmarks).

The report shows 37 per cent of schools achieved at least four benchmarks, compared with 10 per cent that failed to meet any.

That's up on 2017 when just 16 per cent of schools were achieving at least half of the benchmarks, while 21 per cent failed to achieve any.

The average number of benchmarks met is now three, up from 2.13 last year and 1.87 in 2017.

But some are proving harder than others. Fifty-nine per cent of schools that have now completed Compass twice met the mark for "personal guidance", while just 22 per cent reported to be addressing the needs of

each pupil.

There are also geographical variations, with more disadvantaged areas tending to perform better.

For example, the average number of benchmarks achieved in Cheshire and Warrington was 2.3, while in the Tees Valley it was 4.2.

"When we ran this analysis last year there was a very strong correlation. The more disadvantaged areas were doing better," Harris said.

"Those were the areas we put more funding into early on, but they're also the areas where schools and businesses know how much this matters and you have very strong local leadership.

"This year...there's a mix, but you still have some of the most disadvantaged areas at the top, which is different from lots of educational indicators. To have the Black Country, the Tees Valley and the Humber all above average is quite unusual in education."

Schools Week approached the ten local enterprise partnership areas ranked as "below average" by the CEC to ask how they were attempting to turn around their fortunes.

Cheshire and Warrington LEP said it had recently made "significant strides" and now has 81 per cent of secondary schools and colleges engaging with the CEC's enterprise co-ordinator network.

Cambridgeshire and Peterborough Combined Authority said it was working to become a careers

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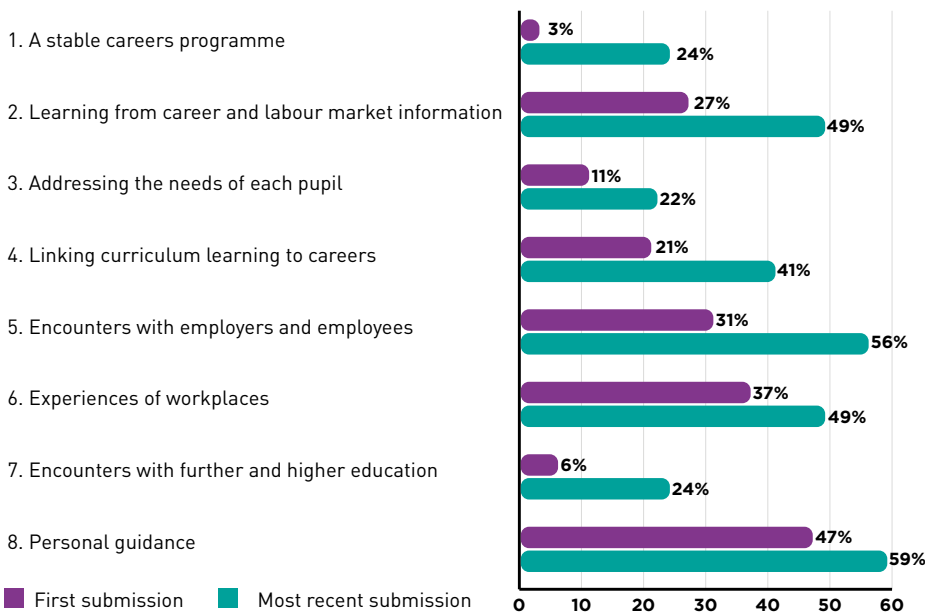
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hub to aid its efforts, while Greater Lincolnshire LEP said it was rolling out the enterprise adviser scheme.

Oxfordshire LEP said it recognised that "there is always room for improvement" and said it was "committed to engaging even further with key partners, creating effective relationships between our business and education communities".

The D2N2 LEP, which covers Derbyshire and Nottinghamshire, said it was "naturally disappointing" to see itself characterised as below average. It had made "significant progress" and would continue to make improvements.

**Change in the proportion fully achieving each benchmark among repeat submissions**



Claudia Harris



# EDITORIAL

DO YOU HAVE A STORY?  
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## It's time Labour showed us some details

Reading between the lines, it appears Labour is seriously considering scrapping Ofsted.

School leaders shouldn't get too excited. As shadow education secretary Angela Rayner tells us this week (page 13), she still believes there has to be some sort of accountability system in place.

Labour has good form in making bold announcements for change - with little detail on how it will implement it.

We're told the party will scrap SATs, but we have no detail about what will replace them. There are big changes for academies, but no details about how the middle tier will be overhauled to deal with them.

And let's not even get started on the long-promised national education service. We still know little more than it will be "free at the point of use" and go "from cradle to grave".

If we are heading for an election, it's surely only right Labour tells the schools community what it may be voting for.

## Look behind you: a long line of free schools need a home

Boris Johnson's government has strongly thrown its support behind the free schools programme after its recent lull in momentum.

But rather than just looking ahead, ministers need to spend time looking back at the schools left in temporary buildings (page 7).

The numbers are shocking, as are some of the lengths school leaders are having to go to while they wait in unsatisfactory accommodation for their permanent home.

One school had to pay to build better toilets, another is having to put its pupils on a ten-mile bus journey so they can be educated in classrooms on a university campus.

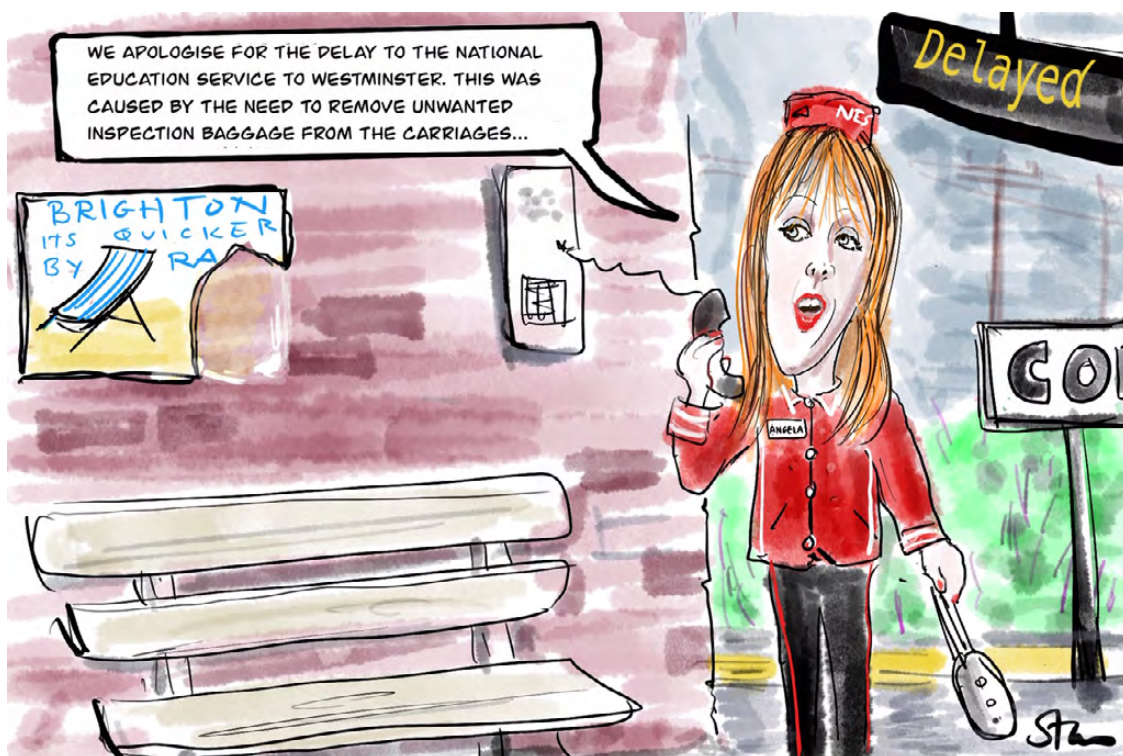
One solution touted by the New Schools Network charity is for the government to compel local authorities to set aside land just for free schools - but that will bring its own issues.

Either way, before Gavin Williamson waves through another tranche of free schools, he needs to come up with a better plan for those his government is leaving behind.

# SCHOOLS WEEK



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# Profile

KATHRYN SNOWDON  
AND JOHN DICKENS



# “I’m passionate about academy trusts”

## Michael Pain, chief executive, Forum Strategy

Michael Pain was walking through Lincoln’s Inn – one of the four Inns of Court in London – 12 years ago when he saw a judge in his seventies trudge past looking “absolutely fed up”.

“He looked like he had been in court for 50 years. I thought: ‘That’s not for me’. He looked tired, drained and cynical.”

The glimpse into what his future might hold (he had just been called to the Bar), and a chance meeting with Steve Munby, then chief executive of the National College of School Leadership, put

Pain on a different path – one that quickly took him into the inner workings of Michael Gove’s academy push.

Why education? “I met Steve and after ten minutes I knew that I was going to work with him because of his passion for education.

“I realised that this was a job where you could really be an agent of change. You could change the world for the better, in a very small way.”

He spent two years as an adviser at the college, which he describes as the “government’s route to building school leadership across the country. Successful schools supporting schools that are struggling, which was quite new at the time.”

But it was a promotion to head of policy and

public affairs that really turned things up a notch in 2010, just as Gove and his then little-known adviser Dominic Cummings took office at the Department for Education.

“It was a fascinating time trying to convince Gove and Cummings that the college could support the system and wasn’t an expensive bureaucracy.

“It was about exposing members of government to the best school leadership and the part we had played in that.”

In 2012 the college became an executive agency under the Department for Education, which “changed the dynamic”.

“It made sense financially, but it became

## Profile: Michael Pain



Sailing as a child (aged 10) with his family was a favourite pastime

part of the civil service and then you are more answerable to ministers and I think a bit less answerable to the world out there.”

But it meant he visited more schools (200 or so in six years). He also started to become more involved in research on academy trusts and how they were developing.

“I saw massive potential for school leaders to have more freedom and to shape the vision for the education system. For too long we have looked to politicians and bureaucrats for direction within education. The people who are best placed to shape that vision are the people who spend time with children every day.”

In 2013, he set up Forum Strategy – a membership organisation for chief executives that also provides executive and board-level training and consultancy.

We chat at Forum’s office in Southwell, Nottinghamshire, overlooking the grounds of Southwell Minster next door.

Pain, a 35-year-old father of two (Evelyn, four, and Eliza, one), is clearly passionate about academies and answers questions thoughtfully and with enthusiasm.

So why Forum?

“There was a complete underestimation by Gove and the policymakers who were very keen for academisation to take place quickly. They underestimated the training, the development, the thought that needed to go into it.

“Not just the headteachers stepping up to be chief executives – but of trustees as well. It’s a big step from being a head to an executive head and then a CEO.”

He says that “it’s gone wrong in quite a few cases” over the past six years, “but it’s also gone really well too. What really drives me is making sure that it goes well all over.”

He’s also critical of the government failing to prepare people for “what is essentially

corporate-level governance of multi-million-pound organisations. Everyone had to find their own way.

“Basically, we had an education system that didn’t educate people to lead or govern trusts as well as it could have done.”

### “It’s gone wrong in a few cases ... but it’s also gone well”

He says the leaders who were “humble and recognised their weaknesses” got it right. “They went out there and found the right mentors and they built the boards that had educationists, but also understood corporate governance and finance. Given how little investment was put into the training and delivery of it, it could have been worse, but we’re still catching up.”

So what’s the biggest challenge for trusts now? “Community accountability. Fewer schools are in local authorities that are democratically accountable to the public – how do you get that back?”

He’s also wary of mergers involving smaller academy trusts to create or join bigger and more financially sustainable bodies.

“One way you can quickly diminish that sense of accountability to communities is by allowing an academy trust to have a monopoly. Suddenly parents are limited over choice in their areas. There’s a real risk at the moment that rather than enhancing accountability, you could diminish it by taking away that choice, which is the ultimate accountability.”

So what’s the solution to get communities back

on side? He puts forward the idea of regular surveys of parents to judge how satisfied they are. “Results should be in the public domain and trusts should be accountable to that.”

But they do not need more accountability from Ofsted, he says. The inspectorate wants to inspect academy trusts (they can only currently batch inspect their schools with a letter published outlining the trust’s strengths and weaknesses).

“If they go too much further it would be really challenging for the system. CEOs have got trust boards to answer to, they have the Education and Skills Funding Agency to answer to, they have regional schools commissioners – to an extent. Rather than create an inspection framework for academy trusts, Ofsted should just raise the profile of the summary evaluations it’s already doing.”

He’s also critical of the academy trust league tables that the government publishes every year.

Pain, who this year wrote the book *Being the CEO*, said: “Chief executives should see themselves as community leaders... performance tables are not good for that. They create such a sense of competition and it harms the ability to collaborate.”

The academy sector has taken its fair share of stick, be it high CEO pay (“not an issue that’s universal across the sector”) or the growing levels of criticism from unions (“rather than criticise, unions should champion those doing it well and try to educate those they feel aren’t”).

But Pain is optimistic. “I’m passionate about academy trusts because with the freedom to innovate, if it’s done right and ethically by people who know children well, who know their communities and are driven to make a difference – that’s got enormous potential.”

It’s fair to say he’s not tired, drained or cynical yet.



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# Opinion

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Let's celebrate "expert leaders", say Jen Barker and Tom Rees, and stop always talking about charismatic, dynamic, inspirational leaders

Both of us have learnt the hard way that school leadership can be complex and challenging. Of course we remember the moments when the proverbial was hitting the fan and problems had to be dealt with, fast.

We also recall the less urgent, ongoing challenges: they might not have felt as immediately impactful, but their cumulative effect mounted up to something more significant.

School leadership is incredibly complex, hard to prepare for and rarely suited to a "best way" to solve problems. It doesn't help that over the past decade or so the "hero paradigm" of headship has prevailed, where effective leadership is defined by personal traits: the charismatic, dynamic, inspirational leader.

These are not the words most leaders would use to describe themselves – and, when put under scrutiny, this description is lacking in substance, as Tom has said before.

Over the past six months, we've been arguing that we need to move away from the concept of the "hero head". Of course, the next question is: if not that, then what? With our team at Ambition Institute, we've been mining the research, picking through evidence and having fascinating conversations with school leaders to answer this question.

We think expertise is a better bet.

We can think of expertise as the ability to consistently and effectively tackle the persistent problems of a role. For headteachers, this means we are less concerned with generic

JEN BARKER

Dean of learning design, Ambition Institute



TOM REES

Executive director of school leadership, Ambition Institute

## Seven persistent problems that dog school leadership

approaches to leadership and management, leadership styles or personal traits, and more interested in building proficiency, in context, around the education-specific and highest-leverage work they do.

many interviews with school leaders, a review of existing literature and in-depth original research, we've identified seven persistent problems we think all leaders face.

We have codified these as the

“ This is crucial. We cannot afford to let the 'hero paradigm' persist

It's not enough to devise a new, fashionable list of competencies leaders should have or ideas they should know about; we have to understand why they need to know and to be able to do these things. We need to learn more about the purpose of the work of school leaders.

So, if expertise is about the ability to tackle the persistent problems, we must ask ourselves – what are they?

The list could be endless. But, after

persistent problems because they are universal and unavoidable. All leaders will face them. They're implicit. No matter how good a leader is, they'll experience these problems. And they're useful. They shape and reshape the way we describe, conceptualise and develop leaders.

We share this list with a caveat: this is a work in progress, and we welcome interrogation on it.

The seven persistent problems are:



1. Setting direction and building alignment;
2. Enlisting staff contribution and ensuring staff development;
3. Organising and staffing the curriculum;
4. Attending to pupil behaviour and wider circumstances;
5. Diagnosing, prioritising and managing resources effectively to build and implement strategy;
6. Managing an efficient and effective organisation/administration;
7. Developing personal expertise, self-regulation and resilience.

Does this mean aspiring leaders need training in generic problem-solving skills? No.

What leaders need are large bodies of knowledge relating to the problems they face.

We believe this is a far more useful approach for aspiring leaders. It gives us a clearer framework through which we can support and develop them to keep getting better.

If we know what the problems are, we can begin to develop a training curriculum that will enable leaders to tackle them.

This is crucial at a time when we need to encourage more educators to step up to leadership, and support them to thrive when they get there. We cannot afford to let the hero paradigm persist.

We began testing this approach over the summer with our new cohorts of future leaders and teaching leaders, and we're pleased with the results.

But this is the start of our journey to keep improving our leadership development programmes. We're excited to push the boundaries of leadership theory and work with school leaders to make sure we get it right for the children they serve.

# Opinion

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## PHILLIP REYNOLDS

Senior manager, academies and education team, Kreston Reeves

### Could independent schools boost recruitment gap?

**Many teachers in private schools have threatened to leave if their schools withdraw from the Teachers' Pension Scheme – a move that could benefit state schools struggling to recruit, says Phillip Reynolds**

The new academic year is a fresh start for everyone, but when it comes to school budgets, there isn't much change. The pressures continue, with all schools facing a 40 per cent rise in employer pension contributions towards the Teachers' Pension Scheme (TPS).

While the Department for Education (DfE) has said it will fund this increase for state schools until the next spending review, private schools must fund it themselves. As Schools Week has reported, 62 private schools in the UK have told the government that they plan to withdraw from the TPS to avoid the increased costs. Some have suggested that they would have to raise fees to cover the costs or, in extreme cases, close.

Should more private schools leave the scheme in the near future, the knock-on effect to state schools could be very interesting.

First, the departure of private schools paying into the scheme could result in further contribution increases for state schools to cover the deficit. It is estimated that private schools contribute nearly 10 per cent

of the scheme each year. That will need to be replaced. But state schools surely can't suffer another significant

increase, so the government must consider now how this would be funded.

Second, how will private-school teachers react to the loss of what is effectively a lucrative pension pot? Private schools are not obliged to join the TPS. In fact, they need government permission to do so, and that is conditional on all staff being either in or out of the scheme. Effectively, any private school with a TPS arrangement is already offering an incentive they do not have to offer. By leaving the scheme, they will surely have to look for an alternative arrangement, but will those be as rewarding, and incentive enough for teachers to stay?

If no alternative can be found, teachers may leave and seek employment within the state sector. In June, teachers at a private school

this will happen again.

But teachers leaving private schools could be the boost that the state sector needs. Recruitment for new teachers continues to be a challenge for many and this could prove to be a solution, at least in the short term. Salaries will be higher than those of new trainees, but the increase to the starting salary cap will negate some of the difference as it rolls out. Experience, new ideas and a fresh perspective to curriculum will close the gap in right-thinking school leaders' minds.

The alternative – that private schools try to remain in the TPS – would mean increasing fees to cover the cost, at the risk of a sudden drop in pupil numbers as parents' purse strings tighten. The Independent Schools Council has already identified that fees have doubled over the past 15 years; further increases could be the last straw.

State schools could reap the benefit as students join their intake, bringing with them additional funding. On the flip side, a large spike in student numbers requires more teachers, making recruitment a problem again.

Teacher costs and recruitment appear locked in a vicious cycle. As the new term gets underway, there is little sign that the government has worked out how to break it and set the sector on a new footing. The unintended consequences of pensions policy could win them a reprieve on recruitment, but it's unlikely to entirely mask a growing list of underlying problems.

“ Teacher costs and recruitment appear locked in a vicious cycle



# SEXUAL HEALTH EDUCATION: WHY INCLUSIVITY IS KEY

**W**ith new government guidance on Relationships, Sex and Health Education (RSHE) rubber-stamped by parliament, schools have 12 months until they must follow the new requirements. Some schools have opted to start using the guidance this September, and others will want to begin their preparations in earnest this term.

The new guidance is the biggest reform to Relationships and Sex Education (RSE) in 20 years, and also makes Health Education compulsory. This holistic approach is really helpful as it enables learners to explore related issues such as mental health and emotional wellbeing, relationships, and physical and sexual health. Topics such as first aid, sleep, sun safety, dental health and menstrual wellbeing fall under Health Education, with RSE spanning issues from pregnancy choices to pornography. Clearly these are topics that need to be taught with care to ensure medical and legal accuracy, as well as providing safe opportunities for all learners to explore their views.

The new subjects are part of the basic curriculum, not the national curriculum, but will be statutory in all types of schools in England. The guidance describes in detail what pupils should know by the end of primary school and the end of secondary school. This leaves schools flexibility to decide how to plan a developmental programme. Young people often complain that RSE has been 'too little, too late', and so at secondary level, it's essential to build learning from Year 7 upwards, with opportunities to revisit key themes.

The breadth of the new guidance is also hugely important for inclusivity. This year's Sexual Health Week focus has been on Relationships, Sex and Disability, making reference to just one of the groups which can find themselves excluded from conversations about sexual health.

The new curriculum is a fantastic tool to support the mental wellbeing and positive sexual health of pupils. Underpinned by the Equalities Act 2010, it will contribute to addressing the disproportionate burden of poor mental health experienced by LGBT+ young people, and

ensure that every school makes learning in the subject accessible to pupils with SEND.

The benefits of good sexual health education are far-reaching and the need is great. For example, a sexually transmitted infection (STI) is diagnosed in a young person every 4 minutes in England (PHE, 2018). Due to the lack of discussion and conversation, this fact may be news to pupils, staff, governors, trustees and parents, but is exactly why good sexual health education is so important.

The guidance states that pupils should know 'how the different STIs, including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing'. To learn about transmission, pupils will need a basic understanding of genital anatomy. To support risk reduction, pupils will need practical information about condoms but also communication skills and a chance to consider how stigma and other social barriers can have an impact on risk reduction. This is a lot to cover all in one go, which is why the curriculum will need planning across several year groups.

Health Education adds to this with learning about vaccinations, self-examination, the spread, prevention and treatment of bacteria and viruses, but also supporting mental wellbeing. Pupils should be taught 'how to talk about their emotions accurately and sensitively, using appropriate vocabulary'.

Think too about opportunities to tie-in with national events such as World AIDS Day on 1 December and Sexual Health Week, which falls in September each year. It's well worth contacting local sexual health services to see if they can support the school with up-to-date information about services that are suitable for young people in the local area, which will include pharmacies as well as GPs and more specialist clinics. Local service providers, including school nurses, may be able to add value by contributing as external visitors and explaining what it is really like to use a health service independently. This really helps to build young people's 'health literacy'.

Research shows that high quality RSE delivered by trained educators leads to better sexual health and to young people choosing to have sex for the first time at an older age. Access to local services is vital too, so that young people can get confidential advice if they need it. Find out what is available so that any lesson about sexual health includes a signpost to help.

Good understanding of the topics covered in Relationships, Sex and Health Education is vital for learner wellbeing. The Sex Education Forum was delighted to work with NCFE and CACHE on the development of the RSHE suite of qualifications to help ensure that schools are able to meet the full breadth of learning stipulated in the government guidance.

**Find out more about these qualifications by visiting [cache.org.uk/RSHE](http://cache.org.uk/RSHE) or find out more about The Sex Education Forum at [sexeducationforum.org.uk](http://sexeducationforum.org.uk).**



**LUCY EMMERSON** Director, Sex Education Forum



# Reviews

## BOOK REVIEW



### Practical Pedagogy: 40 new ways to teach and learn

By Mike Sharples

Published by Routledge

Reviewed by Terry Freedman, education writer and former head of computing

As we near the end of the first two decades of the 21st century, one can't help but reflect that this is a fascinating period to be in education. Our practices are defined by change and uncertainty, but also by tension between old and new, experimental and tried-and-tested.

Are new technologies useful or merely a distraction? How do we give pupils the skills they need to navigate the world when they leave school when we're not sure what that world will be like? What is the proper place for evidence-informed education and educational research? How do we respond to the Department for Education's continuing interest in "innovation" and Ofsted's new spotlight on curriculum?

If ever there was a time conducive to experimentation, that time is surely now. The question is: where to start? *Practical Pedagogy: 40 new ways to teach and learn*, based on the annual *Innovating Pedagogy* reports from the Open University, provides just the right place.

This is a highly structured book – as a whole and at chapter level – organised into six themes: personalisation, connectivity, reflection, extension, embodiment and scale. Each chapter is short, typically around four or five pages, and comprises an overview of the subject, discussion of the principles, how the pedagogy under scrutiny has been applied in practice, conclusions, and further reading and resources.

Some of the topics will be familiar to many teachers, such as assessment for learning, learning by explaining what you've been taught, and learning

from animations. Others, however, may surprise you. There are those, such as reputation management and the use of fitness trackers, that originate from outside education. Others simply don't tend to be discussed in popular articles. Examples of these include translanguaging, rhizomatic learning and spaced learning (not to be confused with spaced practice).

*Practical Pedagogy* can be read through from beginning to end, providing a comprehensive survey of the range of pedagogies that have been tried and researched. It can also be read by theme as a primer to the teaching strategies under that umbrella. Like so many education books, it also very much lends itself to "dipping into" for stimulating reflection and inspiration. (You could be forgiven for concluding that publishers think teachers and school leaders are busy people.)

To get the best out of it, my recommendation is to map out a series of chapters that, although placed within different themes, have or could have some connection with each other, like bricolage, enquiry-based learning and learning by making.

For school and subject leaders looking to familiarise themselves with interesting educational research and/or to inject something different in their schools and classrooms, *Practical Pedagogy* is a good choice. It covers

the ideas succinctly, while the lists of resources and a comprehensive index provide a road map to further exploration.

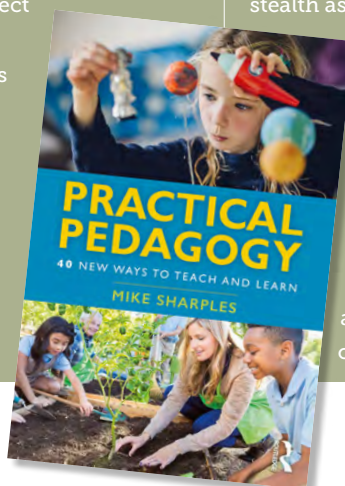
However, in some respects that very succinctness is a disadvantage, and the book lacks in critical evaluation. The tool for the automatic analysis of lexical sophistication (TAALES) is mentioned, for example, as a way of assessing academic writing and improving essay-writing skills. TAALES is a word-analysis application that seems to be based on the notion that less frequently used words are more academic than everyday words. But is it commendable or educationally desirable to use difficult words when simpler ones would do? And as for essay-writing skills, which ones?

Elsewhere, mention is made of software that detects whether or not a pupil is paying attention. Given the controversy around recent product launches, critique of this idea doesn't seem too hard to fathom.

There are also curious omissions. Gaming, maker culture and bricolage are covered, yet not explicitly linked, although they certainly are. The chapter on adaptive teaching fails to mention integrated learning systems, and the chapter on stealth assessment makes no mention of

the work of the now-departed Qualifications and Curriculum Authority.

Nevertheless, the book provides a useful primer for a raft of pedagogical practices, and as a resource for discovering new ideas to try (or avoid, as appropriate), it deserves a place on any leader's bookshelf.



# Research

This term the Chartered College of Teaching will regularly review the evidence on a school-related theme. Contact them on Twitter @CharteredColl if you have a topic you would like them to cover

## Setting the right work culture for the new school year

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

New classes. New colleagues. Maybe a new school. Teachers will have spent the past couple of weeks setting the culture in their classrooms and helping their pupils to build good habits. But setting a sustainable culture for pupils means also building the right habits and expectations for the adults who work with them, and that can be tricky. So what does research suggest might be the most useful ways to go about it?

### The right expectations

First, it's important to set the right habits from the start. If a teacher begins the school year diligently marking every piece of work, this sets expectations for pupils and parents as much as for the teacher that are neither sustainable nor beneficial to pupils' learning. The evidence that written marking is beneficial is currently very limited. Giving verbal feedback (no stamps required!) or whole-class feedback could be just as effective, and likely to be much more manageable over time.

### Less is more

When thinking about how to spend your time, it's important not just to think about what's effective, but also what's efficient – or workload problems can easily arise. There is no shortage of things that help learning to some extent, but they probably can't all be done within the limitations of the school timetable. It's important to think about what the highest impact practices are. The Education Endowment Foundation toolkit is not only a testament to the



variety of things that might help, it's a great reference guide to which might be the most effective.

### Healthy detachment

Self-regulation is as important for teachers as it is for pupils. There's little point teachers spending hours producing beautifully designed resources or activities for their classes late at night if they are then absent or too tired to teach well the following day. Teachers who are engaged in their role, but are able to manage their work-life balance and remain healthily detached are more likely to provide high-quality instruction and more likely to have higher job satisfaction and remain in the profession.

The busy nature of the start of term can make it easy to forget to spend time with colleagues, but it's important not to think of this as a luxury. Taking time to talk to, learn from and share with other teachers is associated not just with increased job satisfaction and retention in teaching (although that would be reason enough!), but also with increased effectiveness in the classroom. Contrary to expectations, James Spillane and colleagues found that teachers

whose pupils make most progress relative to expectations are not those who are asked for advice the most, but those who most seek it from their colleagues.

### Make time to ask questions

Of course, whether teacher or school leader, it's not easy to change ingrained habits and make time for yourself and others. Research around implementation intentions offers guidance on how to turn that wish into reality. Being specific is key. Ditch vague commitments to "work less at home" or to "leave earlier", and instead commit to not taking work home or to leaving work before a certain time on specific days. School leaders play a critical role in setting the culture and values of their school, so it's important that they think about the example they're setting.

### Ditch vague commitments

In the end, research evidence can give some best bets on where to focus our efforts, but it can't replace the professional judgment of a well-rested and well-supported practitioner with a deep knowledge of their context. While it's always best to get the culture right from the start, it's never too late to restart and reset expectations and habits – whether you're one week or 20 years in the profession.



# Reviews



**Our blog reviewer of the week is Robin Conway, director of research and innovation, John Mason School, Oxfordshire**

**@JMSREFLECT**

**Five best bets to improve teaching and learning in the year ahead**

**@jon\_hutchinson\_**

When you start teaching nobody tells you that you'll have two new years to celebrate for the rest of your life. Yet, come September, I normally have at least a dozen resolutions about what I will do better. Like January 1, some last while others quickly fall by the wayside. In this blog, Jon Hutchinson suggests five research-based teaching practices that he describes as "best bets" for improving classroom practice: low stakes quizzing, instructional coaching, sequencing curriculum, improving ratio and cognitive load theory. Each is described briefly and clearly. The author acknowledges that "translating these ideas to your own setting will require a lot of thinking", but that sounds to me like a wise approach to any resolution. Roll on January!

**EEF blog: teacher choices trials – our new approach to researching questions teachers want answers to**

**@ProfCoe**

In this piece, Professor Rob Coe, a senior associate at the Education Endowment Foundation, outlines the thinking behind

## TOP BLOGS of the week

the organisation's new series of trials. Keen to ensure their research is relevant to teachers and applied in the classroom the EEF has developed trials to investigate the choices that teachers make in their classroom every day. As Coe explains "if there are choices that make a difference, then we want to find them and evaluate their impact robustly." The EEF is also keen to take suggestions on the questions teachers have about the kinds of choices we face. It is well worth taking a few minutes to learn about this project and to consider getting involved. These trials will benefit from widespread participation and have the potential to be of great use in the classroom.

**Closing the word gap in science**

**@HuntingEnglish**

The Oxford Education Blog has made a roaring start to the school year, posting some stimulating blogs on topics that include *Roald Dahl Day 2019: 13 words of bravery*, *Reading: the ultimate form of active learning?* and *Language is all around us, not just in books*. All are clear, succinct and worth taking a look at. I have chosen Alex Quigley's piece as it offers clear, practical advice about the teaching of vocabulary. Although targeted at science, its wider application is evident. Quigley argues that whatever your subject "our

students need to see these words in writing, hear their pronunciation, view and explore multiple examples."

**Motivation madness: dismantling Daniel Pink's misapplied ideas in education**  
**@MrGmpls**

The first half of this lengthy blog explains how ideas about motivation derived from the work of Daniel Pink may not apply to education. Autonomy for workers and for students may well have dramatically different outcomes; and the impact of such ideas is often debated by teachers on eduTwitter. This blog's real kicker comes in the second half when Jon Gustafson, a teacher in Minnesota, outlines research by Boekaerts (2010) and the American Psychological Association (2015) that is more appropriately applied to the classroom. The four key principles outlined (intrinsic motivation, challenge, expectations and setting proximal goals) are worth sharing widely with teachers and giving careful consideration to. As the author rightly concludes: "Motivation ... it's complex."

**Avoid teaching to the middle**

**@LeadingLearner**

Stephen Tierney, the chief executive of Blessed Edward Bamber Catholic multi-academy trust, describes "teaching to the middle" as a survivalist trick. At times in every teacher's career, giving the same quality of learning experience to those whose attainment is higher and lower than the average can be a challenge. Even at the best of times, attempts can lead to workload-unfriendly practices. Here, Tierney offers three strategies that can provide "go-to principles" in supporting all learners' needs and overcoming some of the challenges of cognitive load. It would be nice to hear more on this topic, perhaps with some worked examples, but this acts as a nice introduction to some strategies I intend to try in my lessons.

CLICK ON REVIEWS TO VIEW BLOGS +



**DfE urged to investigate whether grammar's satellite site is a new school**

**Geoffrey James Large**

If the financial side for these two sites is dealt with under one organisation, then surely it is OK. If the girls don't have to travel between sites this is better for the environment and funding – and obviously the girls as they can spend that time either resting or in lessons at the site they have been allocated. With all the new housing now going up, we need more quality schooling for those that work hard and want to achieve. Grammar schools should be introduced throughout the country.

**Students 'unlawfully' kicked out after missing 'minimum' grades**

**Katy Carr**

Brent Council's advice is wrong. There is no point in going through a long internal complaints procedure: the pupils concerned will have missed weeks of education by the time that goes through. The parents should contact solicitors to get a formal letter threatening judicial review proceedings sent.

**Spielman says second illegal school conviction is 'tip of iceberg'**

**Mark Watson**

I'm sure this is only the tip of the iceberg. But I would suggest Ofsted has shown itself to be incapable of getting to grips with it. *Schools Week* reported in April that inspectors described visiting unregistered settings with "open sewers", "exposed electrical work" and "holes in walls and floors".

Given that the inspectorate's taskforce has investigated well over 500 settings over the three and a half years it has been in place, given the millions of pounds it has been given (£3 million by April 2019), and given statements such as the one above, a total of only two successful prosecutions is almost impossible to believe.

It's certainly not the sort of track record that should be rewarded with more money and more power. Yes, this is a problem that needs to be dealt with, but it looks like someone else should be given the job.

**REPLY OF THE WEEK**

Salome2001

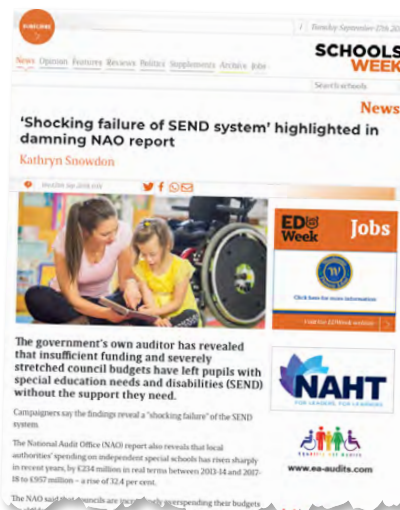
**'Shocking failure of SEND system' highlighted in damning NAO report**

After all that in-depth assessment, all the government will say is "we... put families at the heart of the system and give them better choice in their children's education, whether in mainstream or special school".

As the parent of a SEND child and having battled the primary

school for more than five years for help, spent more than £1,600 in private educational psychologist and occupational therapy assessments just to get the evidence to apply for EHCP, gone through the local authority's attempts to issue an unspecified and unquantified plan that omitted to specify 1-2-1, trained as a parent adviser and helping families every day in our local Facebook group, I can tell you that this government saying it is "putting families first" has me rolling on the floor with a weak bladder.

The idea that "parents have more choice" will also ring hollow to the parents of the 8,500 children without a school place this September due to SEND needs not met.



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

**Ofsted to rewrite ITT inspection framework with focus on behaviour**

**Helen Garnett**

"And last month, new prime minister Boris Johnson said he would give schools 'the powers they need to deal with bad behaviour and bullying so that pupils can learn'". Very worrying. Please let us take this word "behaviour" out of school policies and replace it with "neuroscience" and "trauma aware", "connection" and "empathy". Only then will we see a real sea change.

**'Unanswerable' Buckinghamshire 11-plus test questions discounted**

**Paula Goddard, @exam\_writer**

This situation made more likely as 11-plus providers generally only allow 11-plus teachers to write and edit exams. They immediately reduce potential question writers and lose outside view and expertise. Mistakes are waiting to happen.

# WEEK IN WESTMINSTER

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

### FRIDAY

What do you do if you can't get the press to write what you want? Answer: change the headline yourself.

That's the approach seemingly adopted by the Conservative Party last week after it was caught out posting a BBC news article as a Facebook advert with the headline "£14 billion pound cash boost for schools". [Spot the mistake. Too hasty in pasting over?]

As Full Fact pointed out, the headline on the BBC news story was "Multi-billion pound cash boost announced".

The figure of £14 billion trotted out by the Tories is wildly misleading because it refers to cumulative funding over a three-year period.

Full Fact said political parties should not "misrepresent the work of independent journalists in this way".

Never let the facts get in the way of a good story!

### MONDAY

Siobhan Benita, the Lib Dem candidate to take on Sadiq Khan in next year's mayoral election, made a pretty bonkers pledge to have "no exclusions" from London schools when she took the podium at the party's conference in Bournemouth.

Benita set out details of what she termed her "feel smart, be safe" plan for



Londoners, pledging to push for a statutory youth service and establish a youth "happy hour" in which local services, including schools, "will provide safe spaces and activities so that not a single child is vulnerable to crime after school. No child in my London will be permanently excluded from mainstream schools."

Cue outrage from Tom Bennett, the government behaviour tsar, who said the proposal was "recklessly detrimental" to the safety of pupils.

London's heads will be delighted.

### TUESDAY

The DfE has worked hard to haul itself into the digital age, including the use of handy instructional videos on its website.

One clip, uploaded to go with guidance on integrated curriculum and financial planning published this month, features Sir Michael Wilkins explaining the approach at the Outwood Grange Academies Trust.

We're sure OGAT is a valid case study, but surely the schools community would rather hear from its current chief executive

Martyn Oliver rather than Wilkins, who left in 2016

\*\*\*\*\*

The world saw a very different side of David Laws after he ran into an old friend on Teach First's run along the Thames.

Russell Hobby, Teach First's chief executive, tweeted a picture with the former schools minister that showed Laws in his running kit – the first time most people have seen him out of one of his 23 identical suits.

We hear he buys two duplicates every year from the same Savile Row tailor and has done so for two decades (we kid you not).

### WEDNESDAY

The new education secretary Gavin Williamson has already demonstrated his desire to visit a whole range of schools. Hurrah!

However, lo and behold, Gav posted some pics this week at the Michaela Community School in north London (a school visited by Tory ministers so many times it's a wonder they don't have their own office on the premises).

We jest a little - the school has celebrated a terrific first set of GCSE results and is one of the shining lights of the Conservative's beloved free schools policy.

But earlier this month, Gav was also spotted with the PM at Pimlico Primary, not too far from parliament. While the school also does well, it has the added bonus of being part of the academy trust set up by former academies minister and Tory donor Lord Nash. Cosy!



**Director of School Improvement**

Contract: Permanent/Full time  
Salary description: Trust Leadership Group Pay Scale:  
L26-L32 (£75936-£87,960)  
subject to experience and negotiation

Closing date: 4th October, 2019  
Visit to schools and Trust: Week beg. 14th October, 2019  
Interview dates: 23rd and 24th October, 2019  
Taking up post: 1st April, 2019 or asap after

All shortlisted candidates will be offered an opportunity to visit Trust schools.

**Director of School Improvement**

drb Ignite Academy Trust, Birmingham (nine primary schools in Birmingham and Dudley, West Midlands)

These are exciting times for our Trust. In the summer term 2019 six schools were inspected and rated 'good'. We want to continue this improvement and require an exceptional educationalist to lead all aspects of our school improvement work.

**We need someone with:**

- a deep commitment to and knowledge of the education and well-being needs of all pupils.
- a clear vision for a dynamic and engaging primary curriculum.
- extensive experience working as a headteacher or in roles of similar or greater responsibility.
- a proven track record of managing educational change, delivering results and improving outcomes.

You will be supported by a strong Board of Trustees and dedicated group of Headteachers who work together through a culture of collaborative effort and trust.

**We can offer you:**

- a dynamic professional development experience
- opportunity to make a major contribution to the development of a growing and ambitious organisation
- a values-led culture that underpins the attitudes and behaviour of all involved with the Trust

**Download Application Form and Information Pack:**

[www.drignitemat.org](http://www.drignitemat.org)

Return completed application form to: [recruitment@drignitemat.org](mailto:recruitment@drignitemat.org)

Download documents: Information Pack  
Application Form

Closing date: 4th October, 2019

Contact details: drb Ignite Academy Trust  
Telephone number: 0121 231 7132  
Contact: Robert Bowater - Trust CEO  
Email: [rbowater@drignitemat.org](mailto:rbowater@drignitemat.org)



**School Business Manager**

Actual Salary: £27,632 - £30,650  
(32 hours per week and term time only plus 2 weeks)

Are you ready for your next challenge? Are you inspired, engaged and passionate about education and school business? Then join us at Thames Ditton Junior School where we believe anything is possible!

We are seeking an exceptional candidate who will be a key contributor and Senior Leader in the continued development of our Good school under the leadership and direction of our new Headteacher.

Closing date: 2pm on Friday 11 October 2019.

For further details please go to [www.tdjs.org/vacancies](http://www.tdjs.org/vacancies) or email [office@tdjs.org](mailto:office@tdjs.org)

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. We follow safer recruitment practice and all appointments are subject to satisfactory enhanced DBS clearance, satisfactory references and verification of identity and qualifications.



**Chief Financial Officer**

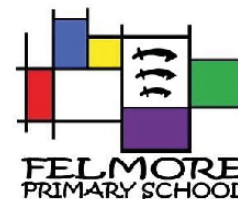
Salary: £50,000 p.a. Local government pensions scheme  
Start: January 2020 (based in Ellesmere Port)

Concordia MAT was established in May 2018; our annual budget revenue is in the region of £6,510,000. This is a new, full-time role starting in January 2020 (6 weeks holiday, flexible working considered), reporting to the CEO, and is responsible for the overall coordination of our financial activities.

It will take on executive functions and provide operational line management; be responsible for all the accounting and transactional finance; ensure all systems are updated and reporting is timely and in line with annual financial returns, keeping ahead of all funding/legislative changes in the education section.

If you would like to join our team, visit [www.concordiamat.co.uk](http://www.concordiamat.co.uk) for the application form, send it with a covering letter outlining how you meet the job description and person specification to [ceo@wolverham.cheshire.sch.uk](mailto:ceo@wolverham.cheshire.sch.uk) by the 14th October.

If you would like to chat about the role please contact **Tracy Webb** CEO on **07511 159754**.



## HEADTEACHER

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### FELMORE PRIMARY SCHOOL

#### Job Description

Felmore Primary School has an exciting opportunity for a Headteacher to join the team in January 2020.

Pay Scale: LS18 - 24

#### Felmore Primary School

Felmore Primary School is one of seven schools that form the Berlesduna Academy Trust ([www.berlesduna.co.uk](http://www.berlesduna.co.uk)), where the vision is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

We are seeking to appoint a dynamic and aspirational leader for our happy and successful primary school.

#### Our new Headteacher will have:

- The ability to think strategically and develop a vision for our school
- Proven leadership and management skills with the ability to communicate effectively with all members of the school community
- Significant experience in improving teaching, learning and assessment so that all pupils are able to thrive
- The ability to adapt to an ever changing educational world
- A passion for fostering a love of learning in all pupils and be able to promote positive attitudes in pupils and staff
- Experience of working in partnership with other local schools and external agencies in order to contribute to creating a strong, resilient and responsive community

#### Our school and MAT can offer you:

- A strong committed leadership team
- A supportive and welcoming school environment with positive pupils who enjoy learning in a safe environment
- A team of talented and conscientious staff who work together to provide the best education and support for our pupils
- An enthusiastic and supportive Trust and Local and Local Governing Body
- Berlesduna Academy Trust values and invests in staff, offering excellent training, development and planned career progression.

#### Application

If you believe you are the person who can lead us to further success, we welcome your application.

Please call us to arrange a visit so you can experience our ethos first hand. Visits can be arranged by contacting Lisa Perry on [lisaperry@berlesduna.co.uk](mailto:lisaperry@berlesduna.co.uk) or by phone on **01268 464759**. A printed information pack will be available when you visit us.

Please take care to complete the application in full, as any incomplete applications will not be considered.

We reserve the right to close the vacancy early so recommend that you submit your application at your earliest convenience.

**Applications close Wednesday 9th October (Midday). Interviews will take place on Monday 14th October 2019.**



*The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All successful applicants will be subject to an enhanced DBS check, medical clearance and satisfactory references. We are an equal opportunities employer.*



**M O S S B O U R N E  
F E D E R A T I O N**

## Executive Principal Primary– Mossbourne Federation

**Salary:** Competitive (dependent on experience)  
**Hours of work:** Full or Part time  
**Start date:** January 2020  
**Closing date:** 23 September 2019  
**Interview dates:** TBC

The Mossbourne Federation is the realisation of Sir Clive Bourne's dream to provide the children of Hackney with an outstanding education. Since 2004 the Federation has nurtured Sir Clive's dream by providing an outstanding education based on the core values of 'Excellence', 'No Excuses' and 'Unity'. Through upholding these core values, Mossbourne will be the first academy federation whose schools are without exception, exceptional.

The Federation currently includes four schools; two secondary and two primary schools.

The four main challenges for this newly created role will be to-

- Actively lead and manage on the expansion of the primary school cluster,
- Produce, share and implement a strategic vision for the primary schools
- Lead, manage and support Mossbourne Parkside Academy to produce and maintain outstanding academic outcomes and to
- Support Mossbourne Riverside Academy to continue to produce outstanding academic outcomes as the school increases in pupil numbers.

More information about the post and an online application form can be found on our website: [www.mossbourne.org/vacancies](http://www.mossbourne.org/vacancies)

## Director of Education

Salary: £90,000 per annum



**Accountable to:** Chief Executive Officer

**Place of Work:** CAST Central Office, St. Boniface's College, Plymouth (working from home is supported by agreement)

**Contract:** Full-time, permanent, after six-month probationary period

**Start Date:** January 2020 or as soon as possible thereafter

Plymouth CAST, a multi-academy trust of 35 Catholic schools (33 primary, 2 secondary and 1 nursery) located in the south west of England, is looking to recruit a Director of Education to continue to lead the rapid improvement of our schools.

Plymouth CAST is a Catholic Trust with a compelling vision for the education of children and young people. The successful applicant is not required to be a practising Catholic, however will support and promote the Catholic ethos of the Trust.

This role will involve leading an experienced team of Education and Standards Managers who have built up considerable knowledge of our schools. We are well on our way to ensuring that all our schools provide at least a good quality of education. The Director of Education will also be the Designated Safeguarding Lead (DSL) for the Trust.

The successful applicant will be an experienced educational professional with a track record of success and impact in educational settings, significant experience of school improvement, extensive knowledge of the curriculum and pedagogy and a passionate commitment to improving the life chances of pupils.

If you are ready for a career-defining challenge in one of the largest MATs in the country, then please apply. If you would like to discuss the role further, please contact **Raymond Friel, CEO**, at [raymond.friel@plymouthcast.org.uk](mailto:raymond.friel@plymouthcast.org.uk).

**Closing date:** Midday on Monday 30 September

**Shortlisting:** Tuesday 1 October

**Interviews:** Tuesday 8 and Wednesday 9 October



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