

SCHOOLS WEEK

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



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Greta Thunberg

Tory peer's trust spent £19k renting two-bed flat for CEO

- Two-school trust silent on whether DfE-approval sought for 'unusual' payment
- Floreat claims deal was 'best value for money' to cover staff departures
- CEO, who lived 35-miles away, also 'shared' flat with another headteacher

SCHOOLS WEEK

Meet the news team



John Dickens
EDITOR

@JOHNDICKENSSW
JOHN.DICKENS@SCHOOLS WEEK.CO.UK



Laura McInerney
CONTRIBUTING EDITOR

@MISS_MCINERNEY
LAURA.MCINERNEY@SCHOOLS WEEK.CO.UK



JL Dutaut
COMMISSIONING EDITOR

@DUTAUT
JEAN-LOUISDUTAUT@LSECT.COM



Freddie Whittaker
CHIEF REPORTER

@FCDWHITTAKER
FREDDIE.WHITTAKER@SCHOOLS WEEK.CO.UK



Pippa Allen-Kinross
SENIOR REPORTER

@PIPPA_AK
PIPPA.ALLENKINROSS@SCHOOLS WEEK.CO.UK



James Carr
SENIOR REPORTER

@JAMESCARR_93
JAMES.CARR@LSECT.COM



Nicky Phillips
HEAD DESIGNER

@GELVETICA
NICKY.PHILLIPS@FEWEEK.CO.UK



Shane Mann
MANAGING DIRECTOR

@SHANERMANN
SHANE.MANN@LSECT.COM

THE TEAM

Designer:	Simon Kay
Sales team leader:	Bridget Stockdale
Sales executive:	Clare Halliday
Administration:	Georgina Heath
PA to managing director:	Victoria Boyle

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161-165 GREENWICH HIGH ROAD
LONDON SE10 8JA
T: 020 8123 4778
E: NEWS@SCHOOLSWEEK.CO.UK

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Which party gets top marks for election promises?



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News

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EBacc suffers as DfE misses recruitment target ... again!

JAMES CARR
@JAMESCARR_93

The government has missed its secondary school teacher recruitment target for the seventh year running – and as a 400,000 swell in pupil numbers fast approaches.

Initial teacher training census data released yesterday shows it met 85 per cent of its secondary target, with many EBacc subjects falling short.

This included recruiting just 43 per cent of the required physics teachers and 64 per cent for maths, down from 47 per cent and 71 per cent, respectively, last year.

The recruitment of 62 per cent of modern foreign language (MFL) teachers – down from 88 per cent last year – will be a particular worry for ministers.

A lack of pupils taking MFL subjects is the biggest barrier to the government meeting its EBacc take-up pledge.

Recruitment in the primary sector hit 96 per cent of target.

Chris Keates, the acting general secretary of the NASUWT teachers' union, called for the government to "urgently address the factors which are causing the recruitment and retention crisis".

The Department for Education said the dramatic drop in MFL recruitment was down to a "large increase" in the target, upped from 1,600 last year to 2,241 this year.

With the exception of biology (66 per cent over target), the government is still struggling to recruit teachers in key STEM subjects.

As well as maths and physics, chemistry recruitment dropped from 79 per cent in 2018-19 to 70 per cent this year.

In a bid to plug the shortage, David Cameron, then prime minister, launched a £67 million



scheme in 2015 to upskill 15,000 teachers in STEM subjects, with courses later rolled out in MFL.

However, a *Schools Week* investigation found the DfE had failed to fill a third of the teacher subject specialism courses (TSST) over the past three years.

Uptake of the STEM top-up courses also slumped to 55 per cent of its 3,000-target last year.

Kevin Courtney, the joint general secretary of the National Education Union, said this week's findings were "worrying", adding that the targets still "underestimate how many teachers are actually needed".

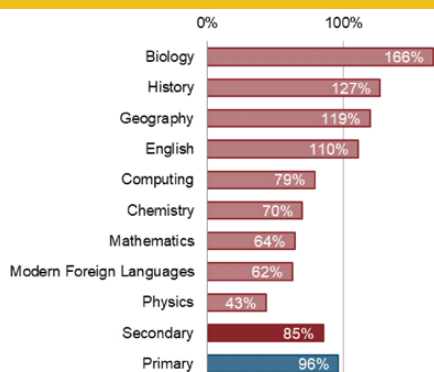
However, there was encouraging take-up in some subjects. Computing rose from 73 per cent to 79 per cent this year.

Meanwhile history recruited 27 per cent over target, geography 19 per cent and English 10 per cent. However, the report adds the rise in geography was "mostly driven by the reduction in target".

There were 34,543 new entrants to initial teacher training this year, compared with 34,244 last year – a rise of just 299.

According to DfE forecasts there will be more than 400,000 extra pupils in state-funded secondary schools by 2027 (a 14.7 per cent rise), following the baby boom of the early 2000s.

The department said its recruitment and retention strategy, published this year, would help to address recruitment and retention issues.



Johnson pledges 'no notice' Ofsted inspections

FREDDIE WHITTAKER
@FCDWHITTAKER

Boris Johnson has pledged to trial "no-notice" Ofsted inspections for schools if he is re-elected.

In a surprise announcement last night, Johnson said he wanted to change the way inspections work, so they give a "true reflection" of how well schools are performing.

The proposal did not feature in the Conservatives' manifesto, launched less than a week ago.

At present, schools are notified of Ofsted's intention to visit at around noon on the working day before the start of the inspection.

According to reports, a pilot of "snap" elections will go ahead if the Conservatives form the next government.

The prime minister defended his plans on ITV tonight, claiming they "won't be more Draconian".

"The intention is to support teachers and what we want to see is increased funding for teachers, increased funding for teachers' salaries, increased funding for schools," he told the broadcaster.

According to news reports, the prime minister has also announced plans to increase the length of inspections from two days to three, and has said he will pump an additional £10 million into Ofsted's coffers to fund his proposed changes.

So-called "dawn raid" inspections have been mooted before by former Ofsted chief inspectors, but were abandoned because of concerns from heads and parents.

But Paul Whiteman, general secretary of the NAHT, said: "No-notice inspections will do more harm than good – they will result in more wasted time for inspectors, whilst arrangements are frantically put in place to meet their needs; they will be more disruptive and stressful to teachers and pupils; and will give zero additional insight in return."

News

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UTCs back in the market - but there's a catch

FRASER WHIELDON

@FRASERWHIELDON

EXCLUSIVE

The first applications in five years have been lodged for new university technical colleges – but there's a catch.

Three new UTCs are in the pipeline but, like a traditional school, students will join aged 11, rather than at 14.

Ofsted grade-one Energy Coast UTC is hoping to open two UTCs, in Salford and Carlisle, while WMG Academy Trust, which operates two grade-two UTCs, has applied for one in Birmingham.

A spokesperson for the Baker Dearing Trust, which owns the licence to the UTC brand, said extending the age range at UTCs was the "right approach" in "certain circumstances".

But David Laws, chair of the Education Policy Institute, warned a UTC operating a wider age-range "would still need to reassure parents they can provide high-quality academic and vocational education".

A spokesperson for WMG said its proposed UTC would build on their

existing education model, which offers "an innovative approach to students wishing to study science, technology, engineering and maths".

Energy Coast UTC principal Cherry Tingle said the decision was based on "where there is a need for good or outstanding education or where there is a skills shortage where we have expertise".

Salford was picked for its cyber and data skills gap while Carlisle has a gap in logistics and aviation, she said.

Explaining the 11 to 18 age range, Tingle said that students have come to them at year 10 "having made little or no progress in their last three years of secondary education".

But she also admitted it was "absolutely true" that there were challenges in recruiting students at 14, especially when the UTC is competing with schools.

The Leigh UTC, in Kent, was the first to open an 11 to 14 feeder school in 2017. UTCs in Plymouth and Wolverhampton will open to 11-year-olds next September.

A Baker Dearing spokesperson added: "The overwhelming majority of UTCs recruit pupils in to Key Stage 4 [between 14 and 16],

however if one wishes to extend their age range and it fits with the local education landscape, Baker Dearing is supportive."

They added that the last application for a new UTC, in Doncaster, was made in 2014. It will open in September 2020 after being approved in June 2018.

However Andrew Morris, the National Education Union's assistant general secretary, said the UTC scheme has already cost taxpayers millions of pounds which should have gone to the wider schools system.

The UTC applicants will discover if they have been successful next summer.

Baker Dearing trust chief executive Simon Connell told sister paper *FE Week* in September that he was "open" to UTCs changing their age range as a pragmatic solution for student recruitment problems.

He also claimed at the time that he wanted Baker Dearing to move from "quantity to quality" with no more of the 14 to 19 providers opening anytime soon. Instead, he said, it would "consolidate" after nearly ten years of "high growth".

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Questions over declaration of trust's £20k flat for CEO

PIPPA ALLEN-KINROSS

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EXCLUSIVE

An academy trust spent almost £20,000 renting a two-bedroom flat for its chief executive – and won't say whether it got government approval for the deal.

Floreat Education Academies Trust spent £15,000 renting the flat, near to Floreat Montague Park primary school in Wokingham, for Janet Hilary. The rental, which incurred another £4,000 in utility, council tax and "other charges", ran from August 2018 to August this year.

The trust, founded by Tory peer Lord James O'Shaughnessy (pictured), is being wound up after giving up its two schools in September. The other school is in Wandsworth, south London.

Floreat said it was the "best outcome and value for money" because Hilary had to operate as acting head at Floreat Montague after both the head and assistant head went on maternity leave. She lives around 35 miles away in London and, according to Google, the commute could take as little as an hour.

However, after *Schools Week* found that the school appointed an interim headteacher in January this year, Floreat said Charlotte Davis – the new head, who lived in Hertfordshire – had also stayed in the flat.

A spokesperson for Floreat said that neither Hilary nor Davis lived within commuting distance and the arrangement offered "best value for money" and "greater continuity" for the school.

According to Rightmove, the average rent for a two-bed flat in Wokingham is currently £1,063 per month. The £15,000 payment works out at £1,250 per month.

The trust spokesperson said: "The alternative would have been to hire additional leaders for the school on a temporary basis, incurring a significant cost that was considerably higher than the cost of renting the property for one year."

There are questions, however, over whether the trust should have got government approval for the arrangement. An Education and Schools Funding Agency (ESFA) investigation into The Rodillian Multi-



Academy Trust in June 2017 found trustees had broken rules after paying £875 per month to rent a flat for its accounting officer.

The report states that this was non-contractual and could be classed as an ex-gratia and novel and/or contentious payment.

The academies financial handbook states that transactions which are novel (where the trust has no experience or they are outside of the range of normal business) and contentious (which might cause criticism of the trust by Parliament, the public or media) must always be referred to the ESFA.

Floreat did not reveal whether it had sought government approval but a spokesperson said details of the accommodation will be included in its audited annual accounts to August 2019, which are due to be published early next year.

The rental property is not listed in Floreat's 2017-18 accounts, despite the lease beginning a week before the end of its financial year.

The Department for Education said that "all academies must adhere to the terms set out in the Academies Financial Handbook and in their funding agreement".

When asked whether the payment should have been declared, a spokesperson would only say that "every transaction is judged on its individual circumstances".

Matthew Clements-Wheeler, chair of the Institute of School Business Leadership, said the arrangement was "very unusual". He

added that the "kind of money" paid to senior staff was already "designed to compensate them for the disruption to their personal lives".

Hilary was paid almost £130,000 in 2017-18. The trust had 316 pupils in that year, according to its annual accounts, which means she was paid the equivalent of £407.50 per pupil.

This would put her third in the list of highest-paid chief executives per pupil – according to a *Schools Week* investigation last year. It ranked the 213 trusts asked by the government to justify paying their staff over £150,000. Our analysis found that Dan Moynihan, the country's best-paid academy boss on £440,000, got £13 per pupil.

Wheeler added: "It should have been cleared... That would be on my radar, thinking, 'we're a small trust, we're actually housing not one but two of our senior staff when one lives just an hour and 15 minutes away'."

Steve Edmonds, director of advice and guidance at the National Governance Association, said it was "wise in our view to refer to the ESFA any transaction that could be deemed as novel and contentious".

Floreat transferred its two primary schools to GLF Schools in September and will soon close. Last year it closed Floreat Brentford Primary School. In January it was advertising for unpaid volunteers to fill key roles.

The trust had received £340,000 for two free school projects in London that never opened.

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Election watch

Schools policies from the Conservatives

The Conservative Party's official manifesto for the 2019 general election was launched last weekend
Here are all the schools policies...

SCHOOLS POLICIES

1. £7.1 billion increase in the schools budget by 2022-23
2. £780 million in special needs funding (included within the £7.1 billion)
3. Guaranteed £5,000 per pupil in secondary schools from 2020, £4,000 in primaries from 2021
4. A £110 million arts premium for secondary schools to fund "enriching activities for all pupils"
5. Up to £34 million investment in primary school PE teaching
6. Starting salary of £30,000 for all teachers, which is before London top-up
7. Backing heads and teachers on discipline and using exclusions
8. Expanding a programme to help schools with the worst behaviour to learn from the best
9. Continuing to help teachers tackle bullying, including homophobic bullying
10. Creating more good schools
11. Supporting "innovation" through things such as maths schools
12. Expanding alternative provision
13. Delivering more school places for children with complex needs
14. Building more free schools (no specific target)
15. Intervening in schools where there is entrenched underperformance



POLICIES THAT AFFECT SCHOOLS

1. A £100 billion investment in infrastructure over five years, some of which will be for schools (although the party doesn't say how much)
2. Up to £260 million a year to support wraparound childcare at schools and childcare providers
3. One-off £250 million capital funding injection to boost facilities for wraparound childcare
4. New laws requiring schools and other public services to work together through violence reduction units
5. Addressing the complex reasons why some groups do less well at school
6. Backing the national citizen service and promoting it in schools
7. Amending planning rules to ensure new school places are delivered before people move into new housing developments
8. A £9.2 billion investment in the energy efficiency of homes, schools and hospitals



Election watch

You'll get your money, Williamson promises

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

Schools will benefit from a share of the Conservatives' £100 billion infrastructure fund if the party regains power, but will have to wait until after the election to find out by how much.

Speaking exclusively to Schools Week, Gavin Williamson, the education secretary, also asked the sector "to please not read anything into" the omission of academies or a free schools target from his party's manifesto.

The Times reported earlier this month that Sajid Javid, the chancellor, would raise government borrowing to fund extra spending, including on schools.

The party's manifesto confirmed a £100 billion infrastructure fund and allocated specific amounts for some projects, including more than £700 million to upgrade the further education estate. But there was no equivalent figure for school capital spending.

"This is something that would be outlined as part of our spending review if we are fortunate enough to get into government," Williamson said.

"I'm not quite sure when the spending review would be, but I think it would be imminent."

Williamson also re-emphasised his commitment to some of the government's key reforms.

"Please don't read anything into that," he said. "Just because something isn't mentioned... academies, free schools are an absolute central part of everything we're doing in terms of education. We want to drive up the numbers."

In its 2015 manifesto the Conservatives pledged to open at least 500 new free schools by 2020.

That was superseded in 2017 by a promise to open at least 100 a year.

According to government data, 313 new free schools have opened since 2015. Fifty-eight opened in 2017-18 and 67 in 2018-19.

The government has also come under fire for missing its three million apprenticeship target, pledged in both the 2015 and 2017 manifestos, by a projected 800,000.

In response to this, Williamson said "we can all



Gavin Williamson

bandy around numbers", adding it was better to focus on "driving quality and opportunities".

The new manifesto simply says: "We will continue to build more free schools".

Williamson said a "key element is how we continue to innovate within the free schools programme, how we continue to bring new bold imaginative thinking into every single new free school. We want them to be the incubators for excellence."

As well as the already reported funding hikes, the party pledged up to £34 million a year to boost PE teaching in primary schools. This equates to just £7.19 per pupil per year.

It also promises up to £260 million a year to boost "wraparound childcare" at schools and childcare providers.

That is on top of a one-off £250 million in capital funding to help schools deliver it – the equivalent of just over £12,000 for every

school in the country.

A promise of an annual £110 million "arts premium" for secondary schools works out at about £33 per pupil per year, or less than £1 a week.

Asked if the new arts premium was an admission the EBacc had adversely impacted arts subjects, Williamson said: "No. Not at all."

He said the party recognised that the arts and creative industries "play an incredibly

important role in terms of driving opportunities, prosperity and wealth in this country, and we're wanting to look at how we can capitalise it, how we can drive it forward, how we can do things in a slightly different manner. This is very much in recognition of that."



Sajid Javid, the chancellor

PA

Election watch

Boosting pay will deliver 20k more teachers, say Lib Dems

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The Liberal Democrats are counting on their reforms to school accountability, testing and teacher pay and development to deliver 20,000 extra teachers.

Layla Moran, the party's education spokesperson, told *Schools Week* the party was not launching one specific recruitment and retention initiative to meet its "ambitious" pledge.

Instead it hoped that a suite of policies would make the profession more attractive.

She also admitted the target was "ambitious", although it "may not even be enough" to deal with rising pupil numbers.

The Lib Dems announced earlier this month that they would increase the number of teachers in the profession by 20,000 over the next five years if they won power.

The target is based on a net increase, not just on getting 20,000 NQTs through the door, and Moran says her party will focus on recruitment and retention to achieve its aim.

"We know that the population of schools is increasing. You fix the bulge by stopping people from leaving in the first instance, but then when you get your NQTs in, you need to ensure they stay all the way through.

"We expect about 10,000 will be in primary,

10,000 will be in secondary, and a large proportion of that, not quite half, will come from stopping people from leaving, which at the moment you can pretty much guarantee that they're going to."

But how will the Lib Dems get more people to enter – and stay in – the profession?

"To an extent it is about money," says Moran, who has pledged to increase the schools budget by £10.6 billion over five years, introduce a £30,000 starting salary for all teachers by 2022-23 and give teachers at least a 3 per cent pay rise every year.

"We know that our schools are struggling. It has been teaching assistants, but now it's also moved on to teachers, consolidation of classes and narrowing of the curriculum."

Class sizes have also increased.

Moran said it was not just the money, "but also our other policies that are going to help to fix this".

She pointed to plans to replace Ofsted with a new inspectorate of education, abolish primary testing and league tables and bring in an independent body to oversee curriculum change.

The party is counting on these policies, with an offer of 50 hours a year of fully funded continuing

professional development for teachers, to boost teacher numbers.

"A crazy number of people just don't stay in the profession," Moran said. "They go in thinking they're going to be teaching students and they end up not doing that.

"The workloads are high, and a punitive Ofsted regime, SATs, baseline testing and other things mean they end up doing so much more that isn't to do with teaching and learning."

Headteachers' groups have cautiously welcomed the Lib Dems' proposals, but leaders say they want to know more about how the policies will be funded.

Geoff Barton, the general secretary of the Association of School and College Leaders, warned that the spending commitments on pay and CPD would "absorb a sizeable chunk of the extra money".

"We would therefore need to understand the figures in more detail to be able to assess exactly how it impacts on schools."

But Moran insisted all the policies had been costed and that the £10.6 billion included all the money needed to boost teacher numbers.

"Obviously it does include their salaries. All of that's been costed in it and is really important," she said.



Layla Moran

Labour keeps schtum on pledge to tackle BAME exclusions

Labour has vowed to tackle the "injustice" of high exclusion rates among black, Asian and minority ethnic pupils, but has refused to provide any details how it will achieve this.

In its race and faith manifesto, launched on Tuesday in London, the party pledged to work with community groups, councils and schools to tackle "high exclusion rates of young people from BAME backgrounds, particularly black Caribbean pupils".

According to government data, black Caribbean pupils are almost three times as likely as their white British peers to be permanently excluded from school.

However, the party has kept quiet on any details of the policy. At the launch – which



included leader Jeremy Corbyn – the party refused to take any questions from journalists.

It was Corbyn's first public appearance after Ephraim Mirvis, the chief rabbi, said that his handling of anti-semitism allegations made him unfit to be prime minister.

Asked to comment later, the party said the policy would form part of a "wide-ranging"

review, but would not give more details.

It is understood Labour hopes another manifesto pledge – to review the under-representation of BAME people in teaching – will help to curb exclusions among ethnic minorities.

The party is particularly focused on getting more BAME male teachers into the classroom.

Damian Hinds, the former education secretary, called for "more teachers from racial and ethnic minorities", particularly to act as role models for boys.

The disproportionate exclusion rates of certain minorities is one of the reasons behind Theresa May's commissioning of the Timpson review.

Election watch

Marks out of five for your favourite policy

Still unsure how to vote? Don't worry – we're here to help with our manifesto scorecard. Score each pledge and tot up the total to see who comes out on top

SCHOOL FUNDING

Conservatives Ignore the claim of £14 billion extra funding (which is a cumulative total and pure spin). The party will put £4.3 billion in real terms by 2022. ☐

Labour The largest funding pledge with a promise of £7.5 billion in real terms by 2022. ☐

Lib Dem A similar amount to Labour, but it wouldn't be delivered until two years later (2024). If we look at 2022, the party has promised £4.8 billion extra in real terms. ☐

TEACHER PAY

Conservatives Teachers' starting salaries will be raised to £30,000, making them "among the most competitive in the graduate labour market" – but not until 2022. All teachers will get incremental rises to ensure they are on the minimum. ☐

Labour A 5 per cent pay rise for all public staff from April 2020. The pledge suggests it will apply across education, from teachers to academy trust chief executives and support staff. ☐

Lib Dem The party has matched the Conservatives' £30,000 starting salary. Plus it promises all state school teachers an annual pay rise of at least 3 per cent for the next five years. ☐

ACCOUNTABILITY

Conservatives No real changes: the party has supported Ofsted, saying "inspection serves a valuable purpose in improving standards and behaviour". No plans to change assessment. ☐

Labour Scrap Ofsted and give inspection responsibility to a new body. Councils will carry out "health checks" backed up by more in-depth inspections from HMI. Key stage 1 and 2 SATs and the baseline assessment will be replaced by a more "flexible" assessment. ☐

Lib Dem Replace Ofsted with a new "HM Inspector of Schools". Inspections will take place every three years and consider things such as the emotional development of children and staff wellbeing. Scrap SATs for a moderated teacher assessment. ☐

SCHOOL SYSTEM

Conservatives The party has committed to "build more free schools", but there is no specific target. However, the party promises to "support innovation" and expand alternative provision for excluded pupils. It will also continue to "intervene in schools with entrenched underperformance". ☐

Labour The budget and "day-to-day" decisions will be transferred back to schools, overseen by an accountable governing body with elected representatives. Councils will oversee admissions and be able to open new schools. Oversight will be under regional offices of the national education service. ☐

Lib Dem Councils will act as "strategic education authorities" with responsibility for admissions and exclusions for all schools. Multi-academy trusts will face full inspections (under the watchdog's new inspection regime), councils can open new community schools, and grammar school expansions will be opposed. ☐



THE ARTS

Conservatives An annual arts premium of up to £111 million will help secondary schools to provide "enriching activities for all pupils". ☐

Labour The party has promised to set up an annual £160 million arts pupil premium for all primary schools to "ensure creative and arts education is embedded". ☐

Lib Dem It will "act to remove barriers to pupils studying [creative] subjects", including abolishing the English Baccalaureate. ☐

SCHOOLS WEEK'S SUGGESTED RATINGS KEY:

1 – TRULY AWFUL

2 – OK (ISH)

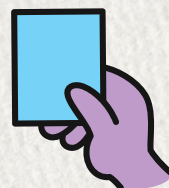
3 – HAS POTENTIAL, BUT LITTLE DETAIL

4 – SOLID POLICY, WELL DONE

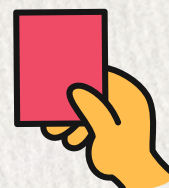
5 – CRACKERJACK IDEA

Tick the box required

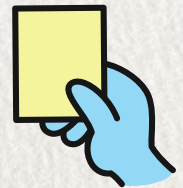
SCORES ON THE DOORS: TALLY UP YOUR MARKS BELOW



Conservatives



Labour



Lib Dem



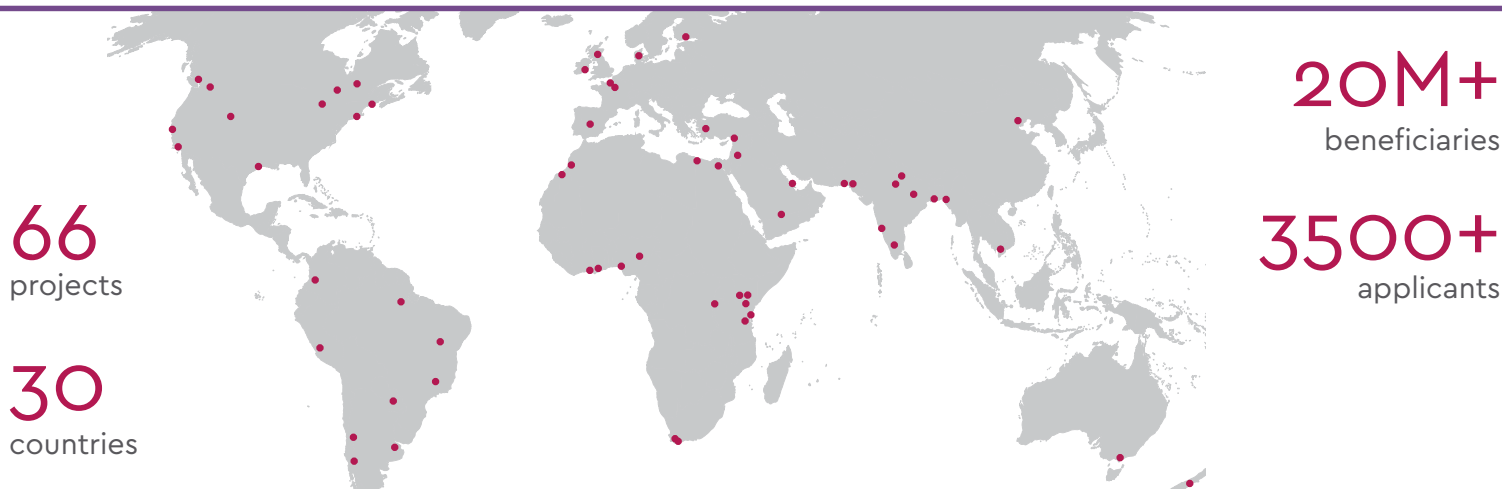
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News

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Head hopes LGBT ruling will help other schools

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The headteacher of a school at the centre of fierce protests over LGBT-inclusive lessons hopes her landmark court victory will protect other schools from abuse.

Sarah Hewitt-Clarkson has spoken of her "relief" after the High Court permanently banned protesters from outside the gates at Anderton Park primary in Birmingham.

Justice Warby ruled on Tuesday that equalities teaching at the school was "lawful, indeed necessary" and that an exclusion zone outside the school could remain in place in perpetuity.

Protests began in spring amid claims the lessons "sexualised" children and that the teaching about LGBT rights conflicted with the religion of parents.

Birmingham City Council secured a temporary injunction in June, but had to go back to court last month to make the situation permanent.

In his ruling, Justice Warby said the school's teaching had been "misrepresented, sometimes grossly misrepresented, in the course of the protests", and that the religion of parents did not override the need to teach about equalities.

Protesters claimed the school had a "paedophile agenda" and brought in "gay teachers to teach children about anal sex".

Speaking to *Schools Week* following the ruling, Hewitt-Clarkson said she was "completely delighted" by the outcome, and hoped the ruling would set a legal precedent that would help other schools if a similar situation arose.

Hewitt-Clarkson said the most important part of the ruling was Justice Warby's insistence that "it is lawful, indeed necessary to teach equality in the way adopted by the school. Religious convictions cannot trump that".

"It's there in black and white," she said.

"Having been through this legal process, I now understand far more about case law... and how barristers actually have to prove their arguments using case law. Now



Sarah Hewitt-Clarkson

our case is a piece of case law.

"It can be used in other legal challenges and defences in the future."

Protesters claimed the school had sought to "teach and promote" LGBT subjects and had done so "under the guise of British laws" and without proper consultation.

This education, they claimed, had had "a destructive impact on their religious and cultural traditions".

But Justice Warby ruled the school was not teaching what the protesters claimed it was, and that statements included in their leaflets about the content of the curriculum were false.

Paul Whiteman, the general secretary of the National Association of Head Teachers, said the judgment "makes it abundantly clear that the school gate is no place to hold a protest".

"An end to the protests will help everyone involved restore a peaceful and productive teaching and learning environment as swiftly as possible."

Hewitt-Clarkson said she hoped the ruling would embolden other heads to teach about equalities, something they have a legal duty to do under the 2010 Equality Act.

"I don't think it's a great state of affairs if schools have been shying away from talking about equality because they are afraid of these kinds of reprisals," she said.



One of the catalysts for the protests is believed to be the government's decision to update the relationships and sex education curriculum and roll it out to all schools from next year.

Anderton Park has taught pupils about LGBT relationships issues for several years without widespread objection.

"We weren't trying to prove anything," Hewitt-Clarkson said. "It's not like we'd launched a new scheme or a new idea or some magical way of thinking or teaching. We hadn't done anything different."

"Everyone who works here or comes to this school knows that already. Yes, it's been proved in a court of law that we did nothing wrong, but we knew that already."

A Department for Education spokesperson said: "We've long said we want to end these protests and encourage positive dialogue... We continue to work with the school and parents to encourage positive and constructive engagement."

News

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Betsy the beagle is a howl of a success

JAMES CARR

@JAMESCARR_93

An academy trust has spent £12,000 buying a dog for each of its four schools, claiming that it is a more cost-effective way of reducing stress in the classroom than employing welfare officers.

Schools Week has found 12 Ofsted reports since 2016 that have praised schools for using therapy dogs. Two were under the new framework introduced in September.

Whilst there's a scarcity of research from England, studies in America suggests the addition of a canine friend can reduce stress and provide a sense of connection in difficult situations. One US study found they lowered cortisol levels and triggered oxytocin – a neuropeptide that increases trust in humans.

Woodland Academy Trust bought dogs for each of its four primary schools in London and Kent.

Julie Carson, its director of education, said it wanted to lower the "high number of children coming into schools with anxiety and mental health difficulties". It was encouraged by the US research.

The trust began by introducing Betsy the beagle to Knockhall primary school in Kent this May. Her impact was so immediate it purchased three more dogs.

Carson claimed attendance for children working regularly with Betsy had improved by up to 16 per cent – compared with about 3 per cent for other pupils – as well as improving punctuality across the board. The largest improvement was for children who were "classically school refusers and typically late".

"Betsy waits by the school gates every morning and greets the children. Such a simple act has removed the fear some had of coming to school."

An Ofsted report published in October highlighted "when things get tough spending time with Betsy the dog is a great help!"

The trust has spent £12,000 so far on the dogs and forecasts future costs of about £2,200 a dog for food, insurance and vet bills.

EXCLUSIVE



Betsy

But Carson said it was "money well spent" and "hugely cost effective" when compared with more traditional mental health remedies such as education welfare officers.

But the trust had to do a risk assessment first, looking at issues such as fear of dogs or allergies.

The Dogs Trust charity also "strongly advises" against introducing a dog to a school environment as it could be "extremely stressful" for most dogs.

Each Woodlands dog is assigned to a "handler" – a teacher who volunteers to take on the day-to-day responsibility, including taking it home.

The dogs, which are undergoing Pets As Therapy (PAT) training, engage with pupils intermittently throughout the day for 10 to 20-minute activities that include walks around the playground.

The trust said the dogs also helped pupils to settle down to reading.

An Ofsted report for Winford Church of England primary in Bristol from 2016 said the school dog Fernie was a "great encouragement for reluctant readers who agree to snuggle into Fernie and share a book with him".

Ofsted also commended Hodnet primary in Shropshire and Ladysmith junior school in Devon for the use of Ffion the therapy dog

and Archie the reading dog.

However, these dogs were brought in once a week by PAT, which is the more popular way to get dogs in the classroom (rather than schools owning them).

Secondary schools are benefiting too. An Ofsted report published earlier this month found students at Shooters Hill Sixth Form College in south London, "really value the comfort they gain from a therapy dog when they are worried or anxious".

Findlay, who comes in four days a week, greets college refusers at the gate and "helps" them come in.

Jan Atkinson, the college's principal and chief executive, said other students asked to see Findlay if they were upset. "It is all about personal development and wellbeing of the staff and students."

Matthew Robinson, PAT's national volunteer and events manager, said there was "an incredible amount of demand . . . which we just can't meet at the moment".

But other animal charities are not as keen.

People for the Ethical Treatment of Animals told *The Guardian* this year the classroom "simply isn't a suitable home for an animal".

The RSPCA also discourages education establishments from keeping and looking after animals, adding that the pets often needed to be rehomed.

News

DO YOU HAVE A STORY?
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Trust bans on-site 11-plus for breaching Catholic 'values'

JAMES CARR

@JAMESCARR_93

A Catholic academy trust has banned its 19 primary schools from hosting 11-plus exams that "promote non-Catholic schools".

In a letter distributed across the Kent Catholic Schools' Partnership (KCSP) in September, Clive Webster, its chief executive, said academies "must now cease enabling, facilitating or, especially, administering the Kent test (or any other 11-plus derivative)".

The KCSP is part of the archdiocese of Southwark, led by Archbishop John Wilson. It wrote to the partnership to remind members "at the request of the archbishop" that "it is diocesan policy . . . that school premises are not used to promote non-Catholic schools".

Webster told *Schools Week* "too many" of the trust's primary academies "unwittingly and by convention" had been in breach of this policy. Changes in senior staff resulted in less clarity on the need for compliance, he said.

But Dr Mark Fenton, the chief executive of the Grammar School Heads Association, said the ban was "disappointing" for creating "unnecessary barriers" for children from lower-income homes.

He said while Kent County Council would work with grammar heads to make sure children had access to the test, there were concerns "parents may find it harder to travel further afield" – hindering efforts to make grammar school places more accessible.

The letter, first reported by the Kent Independent Education Advice website, said that promoting non-Catholic schools included the use of Catholic premises for administering grammar school tests.

It read: "While the archbishop acknowledges the importance of parental choice, schools should promote Catholic education in the area that is in accord with the church's social teachings and reinforces the value of all children as being created in the image of Christ and being born to nourish."

The Catholic Education Service said implementation of such policies was the decision of individual dioceses.

Some Kent heads are worried that the test ban could deter parents from choosing a place in Catholic education, but Webster said



Clive Webster

there had been "no drop" in pupil numbers.

The letter recognised Kent was a "selective education county" and grammar schools were a decision of parental preference, but "as paid employees within a Catholic multi-academy trust" the partnership must "do all we can to promote the option of continuing Catholic education".

Webster said he was now waiting for further guidance from the archbishop to decide whether the enforcement stayed in place. He was hopeful it would come before the next 11-plus tests (normally held in September or October).

He disputed claims pupils would be disadvantaged as the council was "more than able to administer in designated sites".

"Arguably, neutral sites, as used for the

11-plus elsewhere, are fairer to all children because they are taking the test in the same conditions.

"The fact is children attending Catholic primary schools and academies in Kent have the best chance of passing the test because, by all local, regional and national benchmarks, they get a better education than most comparable primary schools."

Dr Nuala Burgess, the chair of Comprehensive Future, an anti-grammar school campaign group, said: "This situation highlights the lack of scrutiny in selective areas. The fact that no formal body oversees the way selective school systems are run means we have no idea what the withdrawal of so many schools will mean for parents and children."

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Key findings

Data reporting: where do you fit in?

New research by Education Datalab and Teacher Tapp offers a glimpse into the data collection habits of schools. Here are six of the most interesting findings

1 Frequency of reporting varies based on Ofsted rating ...

Although almost all teachers are required to provide leaders with data on how pupils are progressing "at least every term", the frequency varied depending on the rating of the school.



Sixty-three per cent of primary teachers in schools in the bottom two Ofsted categories reported having to provide data on their class six or more times a year. For schools with higher inspection ratings, the figure was 51 per cent.

At secondary level, 55 per cent of schools in the bottom two Ofsted categories said they had to provide data every half-term or more often, compared with 46 per cent of teachers in 'outstanding' schools and 53 per cent in those rated 'good'.

2 ... and on how deprived the school is

Sixty-three per cent of primary schools with the highest proportion of pupils eligible for free school meals requested half-termly or more frequent data, compared with 39 per cent of those with the lowest proportion.



At secondary, 55 per cent of the most deprived schools required data every half-term or more often, compared with 48 per cent in the most affluent.

3 A fifth of heads want to collect data less often

The survey found 54 per cent of classroom teachers, 52 per cent of middle leaders, 41 per cent of senior leaders and 21 per cent of headteachers believed data collection "should be less frequent than is current practice".



"This does suggest that some headteachers perceive some (real or imagined) outside pressures regarding data collection," the research said.

4 And teachers are concerned about data accuracy

Asked about their most recent key stage 3 submission, 12 per cent of secondary teachers said they were "quite sure that it did not reflect student attainment particularly accurately". A further 16 per cent were "concerned that it did not reflect student attainment particularly accurately".



Among primary teachers, 7 per cent were quite sure the data didn't accurately reflect attainment, while 10 per cent were concerned it didn't.

5 Primary schools favour simple indicators

Asked how they measured attainment or progress in English and maths, 80 per cent of primary teachers said they established whether pupils were working below, at or exceeding the "expected standard".



Twenty-two per cent said they used standardised testing, while 18 per cent used levels and sub-levels.

Among secondary schools, 77 per cent of teachers reported that their school used standardised tests, including year 7 baseline assessments.

6 Two in five teachers tell 11-year-olds about targets or predictions

Forty-two per cent of secondary teachers said GCSE targets or predicted grades were shared with pupils from year 7.



A further 18 per cent said pupils were given this information from the start of year 9, and 24 per cent said pupils knew from the end of year 10.

Five per cent said this data was never shared.

'Outstanding' schools fall from top of the class

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The proportion of secondary schools that lost their 'outstanding' rating almost doubled last year as Ofsted clamped down on schools exempt from inspection.

Inspection data published this week shows 75 per cent of previously 'outstanding' secondary schools inspected during the 2018-19 academic year were downgraded, compared with just 38 per cent of those inspected in 2017-18.

At primary level, 86 per cent of schools were downgraded, up from 80 per cent the previous year.

Stephen Rollett, a curriculum and inspection specialist at the school leaders' union ASCL, said the increase in downgrades, coupled with the "more stringent" criteria in Ofsted's new framework, "does suggest it is now harder to achieve and maintain an outstanding grade".

Under a rule introduced by Michael Gove in 2012, 'outstanding' primary and secondary schools are exempt from routine inspection, but Ofsted can go in if it has concerns about their performance or safeguarding processes.

But Ofsted has upped inspections of 'outstanding' schools after a request by ministers, who have since announced that the exemption will be scrapped.

That decision followed concerns that hundreds of schools had not been inspected for a decade.

Management information published by Ofsted covering inspections up to August 31 this year shows 382 "exempt" schools were inspected in 2018-19, a 156 per cent rise on the 149 inspected in 2017-18.

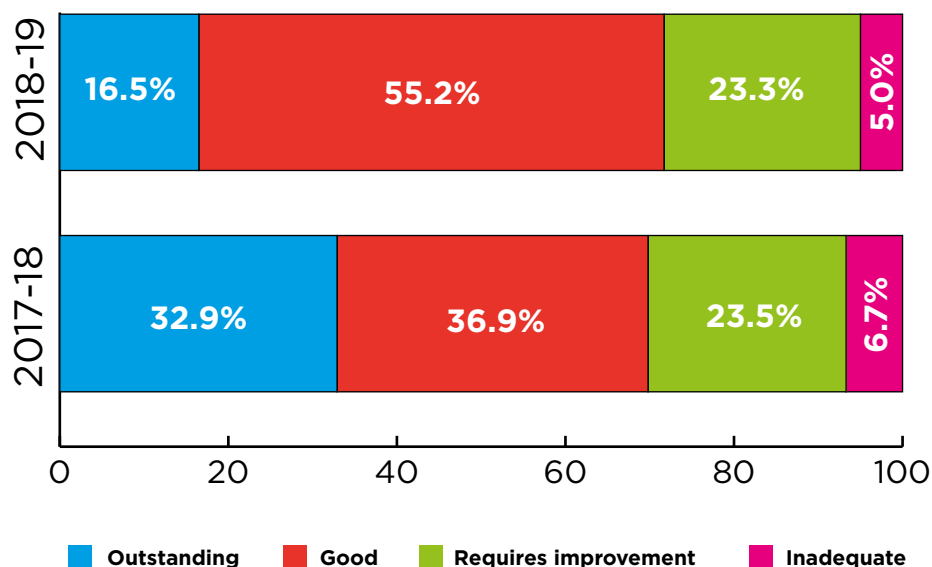
It means Ofsted met its target to reinspect 10 per cent of 'outstanding' schools in a year.

Of those inspected last year, 16 per cent retained their 'outstanding' grade, while 55 per cent were downgraded to 'good', 23 per cent fell to 'requires improvement' and 5 per cent (19 schools) dropped to 'inadequate'.

Overall, 86 per cent of exempt primary schools and 75 per cent of secondaries inspected in 2018-19 were downgraded.

In 2017-18, 80 per cent of primaries and 38 per cent of secondaries lost the top grade, with 67 per cent of schools overall falling to a lower grade.

OUTCOMES OF INSPECTIONS OF 'EXEMPT' SCHOOLS



Analysis of the management information also shows that the proportion of schools rated 'outstanding' has fallen from 19 per cent as of August 2018 to 18 per cent as of August this year.

Rollett added it was "important" parents knew the "bar has been raised".

"In light of Ofsted's intention to lift the exemption for all outstanding schools we hope the inspectorate will be clear with schools and communities that the goalposts have moved. It is important that everyone understands that the bar is being raised and that a school moving from outstanding to good is seen in this context."

The election has delayed Ofsted's annual

report, which was due in the coming weeks, until January.

The inspectorate would not comment on the figures because of the pre-election period, but Amanda Spielman (pictured), the chief inspector, has previously warned that the proportion of 'outstanding' schools losing their rating "should still set alarm bells ringing".

"The fact that outstanding schools are largely exempt from inspection leaves us with real gaps in our knowledge about the quality of education and safeguarding in these schools," she said earlier this year.

"Some of them have not been inspected for over a decade, and when our inspectors go back in, they sometimes find standards have significantly declined."

Spielman has said she believed the most 'outstanding' schools "are still doing outstanding work", but argued that "for the outstanding grade to be properly meaningful and a genuine beacon of excellence, the exemption should be lifted and Ofsted resourced to routinely inspect these schools".

In September, Gavin Williamson, the education secretary, announced plans to lift the exemption, although the process, which requires legislation, has not yet begun.

Later that month, it was revealed that Ofsted had launched a £2 million recruitment drive to hire an additional 30 inspectors to help it deal with the increased frequency of inspections.

ANTI-TERROR PROJECT LOOKS TOWARDS AT-RISK BOYS

PIPPA ALLEN-KINROSS

@PIPPA_AK

EXCLUSIVE

A project to deter vulnerable teenage girls from radicalisation may be extended to reach working-class boys at risk of far-right extremism.

The Compass project, run by the Tony Blair Institute for Global Change, has supported more than 500 young women in the four years since its creation.

Embedded in six secondary schools in east London and Luton, it raises the aspirations of girls in communities affected by deprivation, hate crime, long-term unemployment and terror-related activity by connecting them with professional mentors and universities and helping them to learn about their rights.

Olivia Cayley, the project's director, told *Schools Week* the institute was now scoping out a similar project aimed at boys

deemed at risk.

Speaking at the WISE summit in Doha last week, Cayley said the rise of far-right ideologies among teenage boys was a "growing concern" for Prevent workers, particularly in "areas of deprivation, and a lack of social mobility and opportunities".

"The far right is really gaining traction and we're not looking at it enough, or quickly enough. There is still so much conversation – and rightly so – about the Islamic terror-related narrative, but we really need to pay attention.

"That is unfortunately what is happening in places like the UK where populism is on the rise and the narrative is becoming so much more divided."

Neil Basu, the Metropolitan Police assistant commissioner, said in January that far-right extremists were using social media to recruit vulnerable children in primary schools.

Figures released last December show the number of referrals to Prevent in 2017-18 over extreme right-wing activity rose by more than a third. Of those, 35 per cent were for youngsters aged between 15 and 20. Ninety-three per cent were male.

Cayley said the project for boys would have a similar approach to Compass, engaging multiple sectors to empower teenagers, but from a "male-focused lens".

The proposal will go through internal checks to assess its impact, how it should be designed and key stakeholder engagement.

**See the
Schools Week
supplement for
more coverage
of WISE**



Out-of-this-world experience for Brian

A primary school mascot captured an out-of-this-world selfie after being launched 20km into space.

Westleigh Methodist primary school, in Leigh, sent Brian the Lion – named after the physicist Brian Cox – into space to launch its new values, "Aspire, Believe, Achieve".

Strapped to a weather balloon, Brian enjoyed a 90-minute journey before taking a selfie with the Earth's surface behind him.

He crash-landed back later that day in a field near Middlesbrough.

Xanthé Moragrega, the school's headteacher, said it was an "amazing sight for all the staff and pupils".

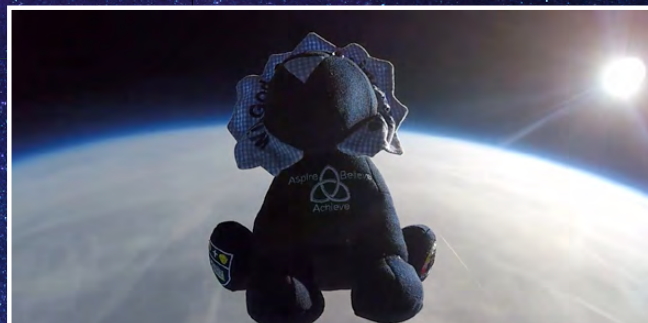
"The most rewarding part was seeing all the pupils count down and cheer in excitement as they saw their mascot take flight."

The activity, funded by local businesses, marked a massive turnaround for the school, which lost half its buildings in a huge fire 18 months ago.

This year it was shortlisted for the primary school of the year at the Pearson National Teaching Awards.

Julie-Ann Hewitt, chief executive of the Acorn Trust which runs the school, added it was an "incredible turnaround . . . now we have a new vision and mascot that is quite literally taking the school to a whole new level!"

[Click to see the full video here](#)



EDITORIAL

DO YOU HAVE A STORY?
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Urgent action is needed to hit recruitment target

The government has missed its secondary school teacher recruitment targets for a SEVENTH year (see page 4).

Let's put that into some perspective.

The last time the Department for Education managed to recruit an adequate number of teachers was 2012. It was a year of celebration for the country as London hosted the Olympics and we had an extra day off to cheer the Queen's Diamond Jubilee.

How times have changed.

Since then we've had five education secretaries, we're on our third prime minister and set for a third election.

The Conservative party has pledged to raise teacher starting salaries to £30,000 if it wins in December (page 8). That will surely attract more graduates.

However, the rise won't come into effect until 2022. That's not soon enough.

The Lib Dems have promised to recruit a further 20,000 teachers over five years if it wins power.

To deliver an average of 4,000 extra recruits a year, when the government managed just 300 extra this year, is a massive pledge that it admits is "ambitious" (page 10).

So what is the party's plan? It looks like the Lib Dems are pinning their hopes on the promise of a 3 per cent annual pay rise for teachers.

The party has also matched the £30k starting salary (but, again, not until 2022). Its plans won't fill school leaders with hope.

Meanwhile, Labour says the key to overcoming the "growing teacher recruitment and retention crisis" is to scrap Ofsted inspection and the "intensified testing" of SATs.

This should be a wake-up call. Seven years of failure is atrocious.

And it's only going to get harder as the boom in primary pupils works through to secondaries over the next decade.

It needs immediate attention, and immediate action.

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The Debate

Anita Kerwin-Nye, director of the Youth Hostel Association



Should schools respond to the climate emergency, and how?

JL DUTAUT

@DUTAUT

As students worldwide once again take to the streets on a school day to demand action to tackle climate change, we bring together two people with very different views on whether and how schools should engage with the issue.

Anita Kerwin-Nye is the director of the Youth Hostel Association and believes schools have a moral duty to engage. Alex Standish is a senior lecturer in geography education at UCL Institute of Education who believes the UN's climate change agenda has no place in classrooms. Can they find common ground?

Is there a climate crisis?

AS: Obviously, there's a climate problem, a big climate problem. I don't totally reject the idea there is a crisis, but a lot of the discourse around it has been alarmist and I don't like that. That's why I started writing about scaring children. 'Catastrophe' and 'apocalypse' – environmentalists use that to promote fear, and that's where the problem is if that comes into the classroom.

AKN: I agree about the emotive language, even though I've used the word, mainly tongue in cheek, when I was talking about an 'Apocalypse Baccalaureate'. But I think we need to accept that there are multiple environmental emergencies and multiple threats to humanity. The language we use and our responses are what matter most.

AS: I wouldn't agree that we're in danger of being wiped out. I guess I see more capacity. I believe in human ingenuity. Even though politics might be a struggle, I think we have capacity to adapt. We have already.

AKN: I guess my point is that it's not equitable. Those who will most likely be able to adapt or respond will be the wealthy. So there's an ethical question as well.



Are young people right to be following Greta Thunberg and walk out of school?

AS: I'm all for students having a voice. It's their future, and it's good to see them be engaged. The question is how we have that dialogue. I do think there's something in the adult-child relationship here. It seems like adults are trying to push children forward to give their message moral authority.

AKN: Adults always use young people to take agendas forward. Whether that's disabled children, or children of particular background, or gangs, children have always been politicised. So I'd say that's generally a truism. It's not right. But it is a truism.

AS: One problem I have with the idea that schools need to focus on climate change is that it is trying to solve the problem for children through schools, whereas actually, I think you need to separate these things. Education is one thing, and then solving problems in the adult world is another. The idea of putting the focus on children is possibly manipulative. It's deflection from actually getting on with it.

AKN: It's not an either/or. I think we have to fix it in the adult realm. But we also need to accept that if we don't develop young people with technical skills and a rounded skill set, then we get a group of young people who don't ever challenge anything, who don't think differently. Those things are really important generally, not just for the environmental emergencies we're talking about.

AS: There's a lot that I agree with you on, but I don't think schools should be encouraging kids to take time off school to campaign. As extra-curricular, I'm all for debating societies and things like that. But I think the curriculum is for knowledge and the pursuit of truth. Issues don't drive the curriculum.

How should headteachers respond to students going on strike?

AKN: As a headteacher, if I let a group of young people go out for a day on a school trip to a museum, or a student who may be excellent at rugby take a day out for a tournament, most people would say that's

Should schools respond to the climate emergency, and how?



The Debate

Alex Standish, senior lecturer in geography education at UCL Institute of Education



"Issues don't drive the curriculum"

absolutely fine. But when it's a political campaigning case, people have objections. Is the objection to the time out of school? Fine, but then let's cut everything else as well. Or is it an objection to the fact that they are political and have agency? In which case it is a bigger debate to have.

AS: The strike isn't a strike, for one. Kids can't go on strike because they don't have contracts, so the term is a little disingenuous. I think we need to be clear about educational objectives. If you say you can go on a march for this political campaign, then you've got to allow them to go on a march for any political campaign.

AKN: If a teacher wants young people to know how political campaigning works, there is a body of knowledge that people study to post-doctorate level. It's academic, and it would be a legitimate thing to say that part of our citizenship curriculum is to engage in a march to parliament in the same way that going to an art gallery might support an arts curriculum.

AS: I agree that in citizenship you might want to know how campaigns work, but joining one is a different thing. Teachers shouldn't be encouraging children to make political statements. They should bring political debates into the classroom.

Should teachers be trained to teach about climate change?

AS: Yes, science teachers. And in fact, we do at UCL. It is an important topic. We need to make sure that the teachers are going to teach it well. I think that's best done within subjects. Obviously, form teachers have a relationship with their forms and might have to have a conversation with kids about that. But if it's not your subject area, you're not going to be as well placed to have that conversation.

AKN: I think there's a difference here between primary and secondary. In primary, they aren't domain specialists on the whole. How do we support teachers, especially with the sciences, which primary teachers regularly reflect they're under-confident in delivering?

So UN-accredited climate change teachers. Good idea? Bad idea?

AS: Bad idea. I think that is a political agenda.

AKN: Actually, I agree with that. I think their resources are great to have as part of debate and discussion. But to pretend there isn't a political agenda would be naive.

The next climate strike is happening today. Do you let the children go?

AKN: That's a tricky one. If my 16-year-old was out of school and I didn't know she was, the headteacher would be in trouble. So, professional judgement, keep the child safe, ages and stages... If they're going to do it, make sure they do it safely and in an informed way.

AS: We want children to have experiences that prepare them for their roles in democracy, but I think that the school has got to protect curriculum time.

So the easiest thing is to schedule the strikes on Saturdays?

AKN: It's not a strike then. It's a campaign march.

AS: It never was a strike.

Areas we can agree on:

- Children and young people should be part of the conversation on climate change, and seeing them politically engaged is a positive thing.
- But, we should be very careful about alarmist language around children and young people, and ensure that our conversations are age-appropriate.
- Teachers should consider the provenance of the resources they use carefully. Children need the knowledge and skills to make sense of challenges for themselves, including recognising bias.

Opinion

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

THE CLIMATE ISSUE



FELICITY
LIGGINS

Education outreach manager at
the Met Office

Helping schools walk their talk on climate change

There is still a gap between talk and the education sector's response to our changing climate, writes Felicity Liggins. But the Met Office's new resources could help build STEM knowledge and global citizenship

Globally, we are already seeing unprecedented shifts in the education landscape to support educators to engage young people with climate science, including the United Nations' accreditation of "climate change" specialist teachers.

However, when it comes to England's curriculum, it could be easy to think that there is little to consider beyond the water cycle or extreme weather in geography lessons, and human-induced carbon dioxide emissions in science.

In reality, it's so much more than this. From the food stocked in supermarkets to the transport we rely on, weather and climate have significant influences on our day-to-day lives.

Giving the public authoritative, accurate information is key to keeping communities safe and allowing people to thrive as they go about their daily lives. This is a central part of the Met Office's vision and purpose as the UK's

National Meteorological Service, and introducing young people to the short- and long-term implications of severe weather and climate change helps this in two ways.

First, it opens scope for young people to explore their place as local and global citizens in helping to foster community resilience. Second, understanding the risks posed by climate change develops their potential to help manage those risks.

Recent studies by the Environment Agency and Red Cross have shown that building young people's resilience is crucial to communities particularly vulnerable to flooding and its associated impacts. As evidenced just a fortnight ago in



understand its place within their lives," according to Bohunt School director of education, Philip Avery.

Our consultation with educators across the UK confirmed that statement and revealed an opportunity to use weather and climate as a platform to engage young people with their role as citizens in their communities, and to explore their agency within a global context.

As a world-leading climate change research centre, it's vital for us to engage young people with the world around them. Equipping young people to understand the impacts of extreme weather while developing the skills to support their communities in the future means supporting their teachers to develop

the most vulnerable first and hardest.

At the heart of our work with schools is an ethical responsibility to build resilience and help young people and their families to understand, process and prepare for the impacts of the increasingly extreme weather events they will likely experience in their communities in the years to come.

A key part of this is helping young people develop core STEM knowledge and skills, of course. We have also ensured the resources include a global awareness element to complement a rich citizenship curriculum that truly explores "the different ways in which a citizen can contribute to the improvement of their community" and local, national and international levels of "responsible activity".

Environmental responsibility is a vital element of young people's developing role as active citizens, and a community-centred curriculum can truly add value for educators, young people and the wider world. Working with teachers to develop our programme means the Met Office and the teaching profession are not just talking the talk, but walking the walk.

“ Building young people's resilience is crucial to communities

Sheffield, approximately 5.2 million homes and businesses in England are at risk of flooding, but according to the study, 18- to 34-year-olds are the least likely to know if the area where they live is at risk.

Despite this shift in the wider conversation, "very few students are engaged with what this really means for their community in the future or

curricula that are up to the scale of the challenge.

That is why we have launched a brand-new schools' programme for 7-to-14-year-olds this year. It is motivated by two key facts: that we are experiencing more extreme weather events in the UK and around the world; and that these impact real communities, typically

Opinion

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

THE CLIMATE ISSUE



Until such time as politicians put the environment at the heart of policy, school climate strikes will continue to grow, writes Fiona Carnie. But schools, like their students, don't have to wait to take action

How should schools respond to the climate crisis? It is crucial that this issue is confronted, yet teachers lag far behind their students, who walk out in their millions across the world to demand change each month, and are doing so again today.

In terms of the strikes themselves, many headteachers are already reviewing the advice they give to parents about school absence, with some actively supporting their students as a demonstration of citizenship in action. They have recognised that students will take time out to support the protests with or without permission and are asking parents to take responsibility for the safety of their children.

Even more important than the strikes though is the action taken within school communities to address the crisis. There are 30,000 schools across the UK: the potential is there to make a real difference if educational institutions large and small, primary and secondary, state and independent, rise to the challenge. They all need to review what young people are being taught about the climate crisis and environmental breakdown, as well as revisiting school policies.

One way forward is to set up a climate crisis committee which reports to the governing body. Such a group, which includes students, parents, teachers and school leaders, can help to leverage the support, skills



FIONA
CARNIE

Author of
Rebuilding our Schools from the Bottom Up

School communities can take action now on climate change

and expertise that exist within the wider community.

Some schools have started on

provides an excellent opportunity to build links with the world beyond school with local environmental

“ This issue is far too big for teachers to address on their own

this path already by conducting an energy audit, reviewing how energy is used and where savings can be made. Others are reviewing key policy areas such as transport, catering, purchasing, waste and how school grounds are used. More and more schools are using the crisis as a spur to conduct a thorough-going curriculum review.

This issue is far too big for teachers to address on their own and

organisations and businesses. A climate crisis committee can agree the actions that need to be taken and explore ways of involving the different stakeholder groups.

The city of Bristol is taking a lead. The city council has declared a climate emergency and has committed to achieving net zero carbon emissions by 2030. A new education partnership there has seen all member schools embrace

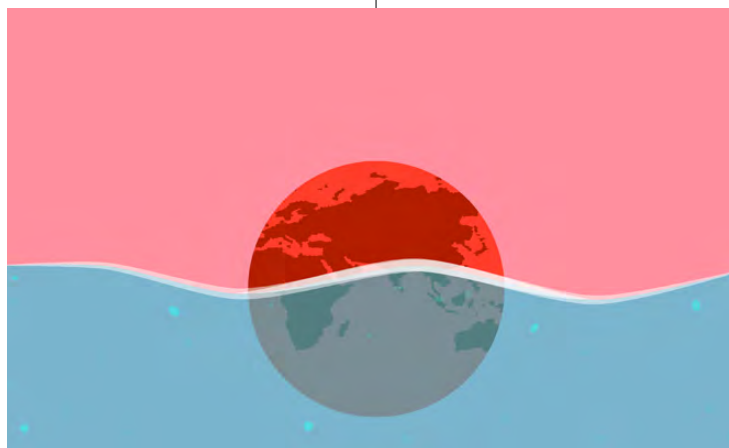
this agenda. Supported by local environmental bodies, students have designed impactful projects that they can do in their schools to help reach this challenging target. These students are looking at ways to involve the local community in their work. Staff and students are also being encouraged to make a personal pledge to change their behaviour to reduce consumption and energy use.

But there is no need for schools to reinvent the wheel. Help is out there. Eco Schools operates in 67 countries, offering a seven-step framework to support young people to bring about change. Bright Green Future is an environmental leadership programme for teenagers who want to create a more sustainable future. The Foundation for Environmental Education promotes five different programmes to empower people of all ages to take action for a sustainable world.

The important thing is to get involved. A report released this month, signed by more than 11,000 scientists from across the globe, reveals the urgency and scale of the challenge.

Schools at the heart of their communities can take a lead and transform those communities, garnering the support of local people to work together to make a difference. Add-ons like one-off assemblies won't cut it, reactive policy is insufficient, and school leaders who argue that their responsibility to raise standards leaves no room for this work risk their students coming to see school as increasingly irrelevant.

Instead, let's harness the power of our 30,000 schools and make education a force for positive change.



A photograph of four young women sitting around a table, working on a craft project. One woman is using a red glue gun. They are all smiling and looking at their work.

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Roisin, learner at North West Regional College



Research

Dr Sam Sims reviews the evidence on a school-related theme. Contact Sam on Twitter @DrSamSims if you have a topic you would like him to cover

Could fixing retention be easier than politicians make out?

The mistaken belief that money doesn't matter to teachers has consequences. For too long, policymakers have relied on the altruism of the profession, and retention has suffered, writes Dr Sam Sims

Next month, around 30 remarkable individuals will be recognised in the New Year's Honours list for the contributions they have made to schools in the UK. Besides those invited to Buckingham Palace, half a million teachers in England are currently investing their energy, care and (often) [evenings](#) to ensure their pupils get the best education they can. [Surveys](#) consistently find that the desire to help young people succeed is the top motivation for teachers entering the profession.

Unfortunately, teachers' altruism leads some to infer that money therefore doesn't matter to them. As the economies of Western countries have grown in recent decades, teacher pay has been allowed to fall further and further behind other graduate occupations. In England, teachers' pay has also fallen further behind public sector pay in [nine of the past ten years](#).

"Never fear," policymakers reasoned. "Teachers will stay anyway."

Except they didn't. Early-career retention has [declined year on year](#) for a decade, resulting in a major shortage, particularly in secondary and in STEM subjects. Concerningly, [research](#) shows that pupils from disadvantaged backgrounds are most likely to lose out on having an appropriately qualified teacher as a result.

Whenever I make the case that retention could be improved by simply increasing pay, somebody responds: "But if teachers were motivated by money, surely they wouldn't have gone into teaching in the first place!" This argument



is logically flawed. People can be motivated both by the desire to help others and by money. The two have an additive effect.

Claiming that teachers aren't motivated by money is also out of line with the data. Evaluations of [two separate policies](#) increasing pay for early-career teachers in the US – one in Georgia and one in Florida – have shown that this leads to sizeable increases in retention.

Sometimes proponents of the money-doesn't-matter argument point to evidence that many teachers who do leave end up taking [lower-paid work](#). But inferring from this that pay doesn't matter is also flawed. Somebody who cares about pay will still take a pay cut if the other characteristics of the job are suitably attractive. Pay still matters.

Looking at the earnings of ex-teachers is also a classic case of averages hiding disparities. When you disaggregate teachers based on their degree subject – an important [determinant](#) of how much they could earn outside of teaching – those with high-earning STEM degrees [leave the profession noticeably faster](#) than their colleagues.

Degree subject differences also help explain why [retention is better in primary, despite workload being higher](#). Far fewer primary teachers have degrees that attract higher pay outside teaching than inside it.

Fortunately, the government is now beginning to respond to the retention crisis that has ensued in part from over-reliance on teacher altruism. Teacher student loan reimbursements are now available for STEM and MFL teachers. More recently, retention payments worth several thousand pounds have been introduced, providing financial incentives for teachers in certain subjects to stay in the profession.

During the general election campaign, the three main parties seem to have engaged in something of a bidding war around increasing teacher pay. Both the Conservatives and the Liberal Democrats have pledged to raise starting salaries to a least £30,000 (they are currently £24,373 outside London). Labour has promised a 5% pay rise for all teachers before the end of this academic year.

Teachers are motivated by the desire to do a good job and to see their pupils succeed. That is something that should be celebrated, perhaps even recognised with the odd bottle of wine or box of chocolates as we head into the Christmas holidays. But we must not lose sight of the fact that teachers too have to pay for Christmas, and much else besides. The evidence suggests that if we want them to keep teaching, paying teachers more should be a priority for the next government.



Reviews



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

Over the Bridge

Bilal, Kwaku, Patrick and Tom are four black and mixed-heritage young men who became friends while studying at Cambridge University. Apart from the joy of being able to listen in to what feels like a fireside chat with a lovely group of insightful and articulate people, this is a useful podcast for teachers who are involved in the work of preparing students for higher education. Especially if you want to think critically about what you are preparing students for at Russell Group universities. Series 2 Episode 5 is a personal favourite for me, 'What is in a name?' Here they discuss what our names say about us and how they allow us to navigate certain spaces differently. As teachers, remembering names is important – and pronouncing them correctly is vital.

Hijabi Half Hour

Teacher Anjum Peerbacos and human rights activist Heena Khaled discuss news, education, politics and more from their perspective as hijabi Muslim women educators. The episode 'Knife Crime, the



UK, Youth Crime, the Scottish Way and Tory Cuts' unpacks some of the statistics, assumptions and tried remedies to the issues behind the problems of youth and knife crime. While we may feel the pressure is on schools and youth services to solve this, evidence shows that looking at the root causes and treating it as a public health matter has been useful in finding a durable solution – and one that could be applied in England.

The Centre for Education and Youth podcast

The 'think-and-action-tank' LKMco has had a podcast for some time. It launched its newest episode under its rebranded name, the Centre for Education and Youth (CfEY), with a handy round-up of the changes that CfEY, and the education sector as a whole, have been through over the past ten years. It's been a choppy decade, as you will probably be able to lay testament to from your own experience in the sector. The link between education and social justice is clearly explored, as well as the importance of including young people's voices in any research or policy proposals that concern them. Well worth a listen for anyone working with young people.

StartUp: Success Academy

This podcast is a fascinating in-depth look into New York City's Charter School movement and has potentially some resonance with the direction of our own education system. With over a million young people in New York City's public schools, many of whom are not adequately literate or numerate, it's largely poor, non-white children who are stuck in the lowest-performing schools. The first episode sets out the challenge, and the founder and CEO of Success Academy is the subject of the second episode of this seven-episode special from the StartUp podcast series. Success Academy has a bold vision and is actually making progress, but at what cost and to whom? I would recommend starting at the beginning, but if you want to jump in at random, episode 5, 'Expectations' is gripping listening, with many parallels to challenges on this side of the pond.

The PE Umbrella podcast

This podcast digs deep into the world of PE, shares resources and speaks to PE practitioners from across the globe. Despite being prone to a little netball playing myself, I am straying from my area of expertise here. There are over 100 episodes, including ones that are not only useful to PE practitioners, but also to teachers that want to use their discipline to stimulate innovation, build character and self-esteem in their young charges. I found it interesting to listen to the episode with Richard Shorter (episode 134) about exactly these topics. Richard talks through his eclectic mix of professional occupations and how he supports schools to think about physical education in a different way. Keep a pen and paper handy, you'll want to take notes!

CLICK ON REVIEWS TO VIEW PODCASTS +



Pupils 'at risk' as special school staff 'fill gaps' in medical care

... Jean Kerr

This article shocked me and yet it should not have. I am chair of governors at a special school for pupils with multiple, complex and profound disabilities. When I started as a governor the nursing provision was good and, with stable staffing, children were known and any sudden changes in their health, however slight, were picked up quickly and dealt with. Under new commissioning structures we find ourselves with provision drastically cut, staff who don't know the children nor their care plans, and teaching and support staff who are expected to take on nursing roles. It is only a matter of time before something tragic happens and then who takes responsibility? What a society we have become when the most fragile of our children are put at risk.

'Progress 8 fails pupils with special needs'

... Janet Downs

Progress 8 discriminates not just against special schools, but schools that are inclusive and/or have an intake skewed towards previously low-attaining pupils. Such pupils are less likely to take eight GCSEs (or equivalent) in the correct "buckets", but are also far less likely to reach level 5.

This undervalues the work that many such schools do to provide a good education for their pupils. It's unfair and demoralising.

Labour manifesto: the full schools policies

... Jarl

There is no justification for the attacks against private schools. Many are small village independents that nothing to do with the image portrayed by Labour.

The changes will raise prices and price some families out, meaning kids will have to leave their schools and friends. This is pure spite politics, nothing more, and is wholly unnecessary and cruel.

... L

Does Labour realise that charging VAT on school fees will have no impact on the mega rich. It is those who are making sacrifices to scrape the fees together and just about affording it who will be priced out. Ironically these children will be needing places at state schools – can you afford for extra children at state schools?

REPLY OF THE WEEK

Dr Tim Walker, governor Abbey Court School, Medway

Pupils 'at risk' as special school staff 'fill gaps' in medical care

This is clearly becoming a problem nationally, driven largely by the squeeze on local government funding coupled with that on the NHS.

The principle of delegating tasks that parents often undertake at home to non-registered staff

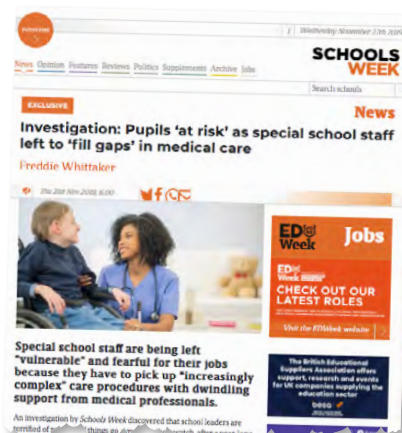
in schools makes some sense as registered special school nurses are a scarce resource.

However, it requires adequate training and governance arrangements, as well as the staff hours to do the tasks. The lines of accountability need to be crystal clear and the training and support for non-registered staff need to be comprehensive if a headteacher is to be able to take responsibility for their staff and the nurses are to remain professionally accountable for delegation.

Many areas have previously had an old-fashioned registered nurse-heavy model that fully integrated the care of pupils. In special schools with a high level of medical need it is neither practical nor safe to delegate to a large number of staff as the registered nurses are then also at risk as the responsible professionals. There was no doubt a need to modernise the service, making it less reliant on nurses, but not at the expense of integration and quality. Keeping that core team to wrap around the pupil, have an overview of all the issues and coordinate care should be a key requirement.

The "delegated" model flies in the face of all the work around building STP and integrated care partnerships across health and social care/education as it dilutes the special school nurses' ability to support efficient and integrated care for pupils to allow them to remain in school, by distributing work to other visiting health professionals and the wider school team.

The risks and issues outlined in this article are very real and clearly demonstrate the need to review how the DfE guidance is implemented in special schools.



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

WEEK IN WESTMINSTER

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

FRIDAY

The DfE is looking for a contractor to help manage its subscriptions to academic journals.

The department says it needs "sufficient access to research to ensure that our advice to ministers and internal policy and delivery decisions are informed by the latest insight and evidence available".

The tender document adds that advice is "often needed very quickly, so we cannot usually wait to obtain print copies".

It's great to see the DfE engaging with research evidence. We now fully expect this will put an end to any ministers trying to revive the zombie policy of bringing back grammar schools (which every bit of evidence ever says is rubbish for social mobility).

SATURDAY

Sleeping.

SUNDAY

Week in Westminster was grateful to the Conservative Party for keeping us nice and busy over the weekend. So secretive was the planning for the Tories' manifesto launch that we only found out when it was taking place less than 48 hours beforehand.

Perhaps unsurprisingly, the document was pretty light on detail. Perhaps more interesting was the complete absence of the word "academy". With education now the third-most important election issue for parents, is it possible the strong opposition to academies in some quarters has Johnson and co rattled?

TUESDAY

Education secretary Gavin Williamson was reunited with his former media adviser, Richard Holden, on the campaign trail.

Gav enjoyed a game of pool and a Chinese meal with Holden, who is standing for the Tories in North West Durham.

Holden has a tough fight on his hands. He



is taking on Labour front-bencher Laura Pidcock in a seat that has been Labour for the last century. If he loses the election but the Tories hold on to power, we suspect he will be back at Sanctuary Buildings before too long.

Fun fact for you: North West Durham is the seat previously held by Pat Glass, the shortest-serving shadow education secretary in history.

Talking of media advice, Michael Gove probably could have done with some before opening his Twitter account this week.

The chancellor of the Duchy of Lancaster (whatever that means) dismissed criticism from musician Stormzy by saying he's a "far, far better rapper than he is a political analyst".

Shadow ed sec Angela Rayner responded by telling Gove he was "crap at both", before the former ed sec created quite the storm (see what we did there) with his response: "I set trends dem man copy".

Don't hold your breath for that Glastonbury slot, Govezy.

WEDNESDAY

Dominic Cummings, the former Gove adviser who has been salking the corridors of Downing Street like a gilet-clad Iago, published a blog today urging Leave backers to persuade friends and family to vote Conservative.

Government advisers are supposed to remain neutral during elections or step down to work for political parties instead. School staff have also been heavily criticised by Tory MPs for having the audacity to tell parents they were tight on funding in the run-up to elections.

But don't worry, it's all fine because the Tories quickly announced his resignation after the blog went up.

Worth noting: Cummings – the former special advisor to Gove while he was ed sec – was also accused of racism and antisemitism after accusing Jeremy Corbyn and Nicola Sturgeon of planning to give "millions of foreign citizens the vote", and said they would be "supported by the likes of Goldman Sachs writing the cheques like they did in 2016".

Good to see he hasn't changed since his Department for Education days!

PRINCIPAL

FOR IPSWICH ACADEMY

Leadership pay spine:
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Due to the promotion of the current principal to a CEO post, the Directors of Paradigm Trust are looking to appoint a principal to Ipswich Academy. With standards secure and rising, pupil numbers increasing rapidly, and an Ofsted 'good' judgment achieved, the school is poised to continue its journey towards excellence. Paradigm is well placed to support the next principal of Ipswich Academy and, given this, the post would suit either an experienced or first-time head teacher.

Paradigm is an educational trust with a very simple ethos: to develop and sustain great schools where we can make the biggest difference to pupils.

If you would like to have an informal conversation with Paradigm's CEO about the school/post this can be arranged by contacting Julie Anderson, Executive Assistant, on julie.anderson@paradigmtrust.org

To download a recruitment pack please visit the careers page of our website by visiting <http://paradigmtrust.org/careers/vacancies-2/>

Application deadline: Monday 9 December, noon
Interviews: w/c 16 December
Start: September 2020 (potential for hand over period before that)

As a Trust, we are outcomes-driven and flexible working options can be accommodated.

All applicants must have due regard for safeguarding and promoting the welfare of children and young people and for following the child protection procedures adopted by the Trust. If successful, you will also be required to complete an enhanced DBS check before starting. An enhanced DBS check that is satisfactory to us will be a condition of employment.



Brindishe Schools
together we're more



SENIOR SCHOOLS BUSINESS MANAGER

A great opportunity for an exceptional and experienced School Business Manager wanting their next challenge. This person will manage and maintain all business aspects across our Federation of 3 schools. We are looking for someone that is able to manage the schools' financial resource management (HCSS), administration management (Arbor), human resource management in each school and across the Federation, and support the information systems and premises functions. This person is key in maintaining the high standards in place whilst supporting the Executive Head of the Federation in her duty to ensure that each Brindishe School meets its educational aims.

Naturally this person will have highly effective interpersonal and communication skills, exceptional organisation and problem solving skills, with

an ability to work under pressure and prioritise accordingly. Good working knowledge of MS Office package and ideally HCSS Finance and Arbor MIS.

Brindishe Green, Brindishe Manor and Brindishe Lee are all forward thinking, lively and ambitious Ofsted-rated outstanding primary schools. We work as a close partnership of 3 highly successful local authority primary schools known as the Brindishe Schools.

We are looking for someone that can contribute to the overall ethos/work/aims of the schools, Establish constructive relationships and communicate with other agencies/professionals, Attend and participate in regular meetings, Participate in training and other learning activities and performance development as required and

recognise own strengths and areas of expertise and use these to advise and support others.

As this is maternity cover it is a great opportunity for someone who wants grow and develop their experiences and stretch their skills in an environment that has well established ways of working. Starting in January 2020 and finishing in May 2021 will mean there is a full term of handover before the maternity leave starts and a hand over period at the end of the contract.

Completed application forms please to be emailed to our Executive Head Rachel Waite onrwaite@brindisheschools.org by **midday 9th December** followed by a hard signed copy sent to **Brindishe Green School, Beacon Road, London SE13 6EH.**



Nexus Education Schools Trust Education Lead

Salary commensurate with experience at Grade 2 band / or Teacher Pay and
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Outer London Range. Salary based on experience

Location Nexus Education Schools Trust (NEST)
Central Office Worsley Bridge Primary School, Brackley Road,
Beckenham BR3 1RF
Hours Part time – 2-3 days per week.
Secondment would be considered.
Fixed term or permanent contract negotiable.

Start Date To be negotiated

Closing Date for Applications 12 noon, Friday 6th December 2019

Interview Date Monday 16th December 2019

An exciting opportunity has arisen to join our dynamic and successful Central
Team within Nexus Education Schools Trust (NEST) Multi Academy Trust.

We are seeking an Education Lead to join our School Improvement Team to:

- support the leadership, strategic development and school improvement
policy of academies within Nexus Education Schools Trust (NEST).

Full details including an application form can be found on our website at
<http://nestschools.org/careers/>

If you have any queries, please contact the Central Team Office on
020 8289 4767 or email [Lisa Bromley at lbromley@nestschools.org](mailto:Lisa.Bromley@nestschools.org)



BEDE ACADEMY

ASSISTANT VICE PRINCIPAL

Bede Academy is seeking to appoint a well-qualified Assistant Vice Principal
with energy, integrity and commitment to the Academy's vision and Christian
ethos to lead the provision for our SEND students as well as leading
curriculum support for groups of students (particularly at KS3) who are at
risk of underperforming.

The Assistant Vice Principal will have responsibility of training staff and
quality assure in class/support, to deliver quality first teaching that meets
the needs of students with SEND learning needs. You will need to be a
qualified teacher who preferably holds the National SENDCo Award.

The role includes:

- Leading and managing the provision for special educational needs and
disabilities within the Academy
- Liaising with classroom support staff, class teachers and
senior leaders
- Liaising with and developing relationships with external agencies
and parents
- Having the ability to inspire and motivate colleagues and students to
promote co-operation, collaboration and teamwork.

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