

Our plan to build back better teaching careers



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'400,000 watched me sitting in my spare room'



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Too big? MATs should be bigger still



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FRIDAY, APRIL 2 2021 | EDITION 246

## SHOW 'LEADERSHIP' TO END £75M JOB AD SPEND, DFE TELLS MATS

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# 'Shamed into action'

- Ministers accused of ignoring repeated warnings over school sex abuse
- Campaigning MPs say DfE 'shamed and embarrassed' into calling review
- Ofsted to investigate safeguarding, inspections and reporting systems

SAMANTHA BOOTH | @SAMANTHAJBOTH

EXCLUSIVE

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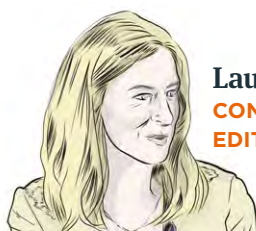
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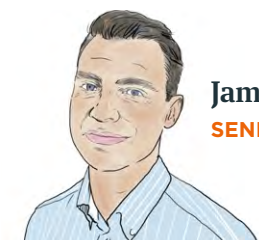
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# DfE leans on MATs to boost job website take-up

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

The government plans to boost take-up of its free teacher job website by leaning on the big academy trusts to ditch “expensive” commercial deals.

Contracts seen by *Schools Week* reveal a three-stage plan to create a “behaviour change” and persuade schools and job seekers to use the government-run Teaching Vacancies website, launched two years ago.

The push comes as the government targets the costs of advertisements. Schools spend about £75 million on recruitment ads and do not always fill vacancies, says recent evidence to the School Teachers' Review Body.

The Department for Education has issued two contracts worth a total of £185,000 to PR and digital agencies to boost the use of the jobs site.

The “communications plan [is] aimed at creating a step change in raising awareness of the service”, contracts state.

Phase one is focused on “building up a critical mass” of schools using the service.

Phase two will concentrate on increasing awareness and confidence “within the school community”. That includes establishing an evidence base to show how the service is performing.

The final stage will “focus on encouraging the big recruiters/spenders – multi academy trusts

(MATs) – to demonstrate leadership and reduce, and ultimately cease, entering into expensive commercial contracts”.

So far, 75 per cent of schools in England are signed up to use the free service and more than 500,000 jobseekers visited the site last year, according to the DfE.

But an analysis by *Schools Week* last year found the website failed to advertise more than 55 per cent of available positions.

Schools Week contacted 15 trusts to find out if they use the website.

CORE Education Trust, which has four academies in Birmingham, said it used it for all of its vacancies because it was a “cost-effective means of attracting well-qualified candidates”.

Unity Schools Partnership, which runs 30 academies, uses the site alongside “other relevant employment websites”.

Tim Coulson, its chief executive, said: “This gives us a broad and successful approach as we know teachers look at a number of different websites when looking for vacancies.”

But Julie-Ann Hewitt, the chief executive of the Epworth Education Trust, said the portal was “a classic chicken and egg scenario”.

“We have used it, and continue to use it, but we rarely get any responses. We have therefore continued to use other ways of promoting posts – including through the local authority and paid-for adverts.”

Hewitt added that while the website's infrastructure was “clearly there”, schools and



trusts might not be “comfortable enough yet to let go of recruitment ‘safety nets’ that we have used for many years”.

The Kemnal Academies Trust uses the DfE site alongside others, whereas Ark does not have a central policy for schools.

Four Communications Group has won the £105,000 contract for “PR procurement” that will run from October until March 2022.

The contract aims to “make a significant step change to further improve unprompted awareness of Teaching Vacancies [TV] with teachers, schools and stakeholders”.

Digital agency M Integrated Solutions has won a £80,000 contract for PR and social media campaign procurement that will run from November until March next year. The contract includes driving traffic to the website through the “relevant social channels and activities”.

Both companies did not respond to a request for comment.

DfE said they worked with schools, trusts and teachers to develop the service.

EXCLUSIVE

SAMANTHA BOOTH | @SAMANTHAJBOTH

## DfE determined teachers will be under the influence

Ministers are looking to pay social media influencers to promote the Department for Education's teacher recruitment website and catch-up plans.

A job post for a strategic communications manager overseeing catch-up proposals includes having to find “supportive voices and influencers for use in a wider paid-for campaign on continuing education”. This will focus on black and Asian groups, as well as those from lower socio-economic backgrounds.

An “influencer engagement plan” will “target related social media and online influencers to help champion the service”.

Last summer, television presenter Kirsty Gallacher used her Twitter and Instagram accounts to promote the DfE's back to school campaign. Experts told *Schools Week* Gallacher's support could have cost anywhere from £4,000 to £15,000.

But the Cabinet Office has so far refused to reveal how much it paid her and the celebrity GP Dr Philippa Kaye for their contributions to the campaign.

In response to a Freedom of Information request, it said disclosing the information would be “likely to prejudice or harm the commercial interests” of the celebrities, the advertising agency Mullen Lowe Group or

themselves in any “subsequent negotiations with other third parties”.

Posts by Gallacher and Instagram influencer duo ThisIsMotherhood had a combined reach “of more than 800k”, the Office said.

But Gallacher's Instagram post only garnered 1,900 likes, while her two Twitter posts received 200 likes combined and fewer than 30 retweets. She later deleted one of the tweets that did not disclose it was an advert.

The DfE said the influence plan was “just one part” of a wider campaign, which reached “millions” through TV, radio, social media, print and “other advertisements”.

# Ministers accused of dragging feet over school sex abuse

SAMANTHA BOOTH

@SAMANTHAJBOTH

Ministers have been accused of ignoring repeated warnings over sex abuse in schools before being “shamed” into action this week.

The Department for Education has ordered Ofsted to investigate safeguarding in state and independent schools after thousands of sexual abuse and harassment allegations were posted on a ‘rape culture’ website.

But ministers now stand accused of failing to understand the scale of the issue. For the past five years, MPs and campaigners have unsuccessfully lobbied for national data to be collated on serious sexual incidents in schools, which could be published annually.

Labour MP and former teacher Emma Hardy told Schools Week: “This is just another incident where Gavin Williamson has been forced into taking action. Every time he has to be shamed and embarrassed into doing the right thing.”

## Ofsted quiet on review details

The DfE finally acted this week as the number of testimonies posted on the Everyone’s Invited website passed 12,000.

A helpline, led by the NSPCC, has been set up for victims of sexual abuse.

Ofsted will also investigate the “extent and severity of the issue and ensure schools have appropriate processes in place to allow pupils to report concerns freely, knowing these will be taken seriously and dealt with swiftly and appropriately”.

The review will also look at whether there is sufficient guidance for schools on how to deal with sexual harassment allegations, the relationship between schools and police referrals and whether schools are teaching RHSE appropriately.

It will also look into whether the current inspection regimes in state and private schools are strong enough to “address concerns and promote the welfare of children”.

The watchdog has repeatedly asked government for greater powers to check on private school inspectorates, but has been rebuffed.

Critics have said this is Ofsted “marking its own homework”. Stephen Tierney, chair of the Headteachers’ Roundtable, said an “independent review of system and organisational failures is required”.

The inspectorate would only add the “scope and shape” of the review will be published shortly. It will conclude by the end of May.

## Taskforces set up, and police called in

Soma Sara, founder of Everyone’s Invited, said this week the campaign will be setting up a “task force” which will include state and private school leaders to “address the issues raised”. They were not able to reveal names yet.

Heads’ union ASCL is also looking at building a coalition of groups to discuss what more can be done.

Meanwhile, the Metropolitan Police said it has been reviewing the website’s content to establish if any victims in London could “be encouraged to report crimes to the police”. They have since received “a number of reports” of specific offences.

Officers contacted schools named on the website, while offering specialist support for any potential victims.

A Schools Week investigation last week first revealed state schools also featured in the allegations. However, there are approximately eight times more allegations relating to private schools.

The website has since stopped naming schools amid concerns they were taking a “disproportionate amount of blame”.

## Repeated call for better data collection

Campaigners say the action has been too long coming, and they now want to see better data collection.

In 2016, the parliamentary women and equalities committee found that 29 per cent of 16- to 18-year-old girls had experienced unwanted sexual touching at school.

Their report said there is “no centralised data collection” of sexual harassment and violence in schools. They said accurate data is “necessary” for developing “effective solutions”.

But in a response the government said it “prefers” schools to record and monitor incidents using their “own professional judgment” rather than a “set of prescribed criteria that can be misinterpreted and misrepresented”.

In June 2019, Hardy asked Damian Hinds, then education secretary, if schools could start collecting anonymised data on sexual abuse and assault.

In a letter, Hinds said they were “keen to discuss wider issues”, including “the role of data and Ofsted and how we could provide further support to teachers, pupils and parents”.

Police forces do collect figures on crimes within schools, but campaigners say that these offences can be under-reported.

Deniz Ugur, from the End Violence Against



Women Coalition, said: “The government cannot claim to be ‘taking appropriate action’ without properly tracking the extent of girls experiences.”

## ‘Ofsted should have been alive to this problem’

Hardy and MP Jess Phillips met Ofsted’s chief inspector Amanda Spielman in July 2019 and made the case for incidents, including everyday sexism, to be recorded. But there appears to have been no progress.

Ofsted’s most recent school inspection handbook, published in November 2019, says schools should provide records and analysis of sexual harassment or violence at inspection. Records on bullying, discriminatory or prejudiced behaviour, including sexist bullying, should also be provided.

But Conservative MP Maria Miller, former chair of the women and equalities select committee, said she was told that Ofsted have picked up “very low levels of reporting” of sexual harassment from schools.

“Surely Ofsted should have been alive to this problem and should have been bringing it to government as something to investigate when they realised schools weren’t reporting cases at the level that anonymised data suggests is happening,” she added.

The DfE said they will not “hesitate to take action” where schools are “failing to meet strict safeguarding standards”.

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## News

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## Plymouth trust outsources staff and services

TOM BELGER

@TOM\_BELGER

EXCLUSIVE

A multi-academy trust is set to outsource most of its central staff and services, with experts saying the move suggests business skills gaps in education.

Contract documents seen by *Schools Week* show that the Plymouth-based Transforming Futures Trust (TFT) signed a £1 million deal this week after putting its "central services and operational support" out to tender.

The decision could reignite debates over control of schools, with another trust's similar plan in 2014 to outsource non-teaching staff sparking claims of "privatisation by stealth".

Academies Enterprise Trust ditched its controversial joint venture with professional services giant PwC after government scrutiny and union opposition.

TFT, which runs several alternative provision sites and two special schools in Cornwall and Devon, considered private-sector partners for a similar plan.

But it has now struck a one-year deal with Delt, a back-office services company owned by Plymouth council and the NHS.

It said in a statement that no money would "exit into private hands", with the agreement aimed at improving services, finding savings and offering staff development opportunities. It would be "self-financed" through savings.

Giles Letheren, Delt's chief executive, called it the "polar opposite" of conventional outsourcing as Delt was publicly owned and committed to supporting local jobs.

Delt hoped to be a "trailblazer", with such cross-sector public companies rare. "When we prove it works, I'd love to take on work for more trusts."

A trust source said it had always been "sceptical" about private-sector alternatives. The deal would also be a service-level agreement, after the government reportedly raised concerns about proposals for a new joint venture or a TFT stake in Delt.

Consultation is underway



Stephen Morales



and it is understood that up to 30 workers, from finance and HR to cleaners and cooks, will be transferred to Delt. A handful of senior leaders will stay with the trust.

A source said no jobs were at risk and the trust retained "full control" of finances and strategy.

Stephen Morales, the chief executive of the Institute of School Business Leadership (ISBL), said outsourcing could provide economies of scale or niche expertise.

A DfE survey of multi-academy trusts in 2017 found 90 per cent outsourced legal services, 83 per cent payroll, and 56 per cent HR and catering.

Morales said outsourcing could prove particularly attractive for leaders who felt "out of their depth" in certain areas. An ISBL report this week linked this gap to academisation. Schools were more complex and faced greater scrutiny and accountability.

"Reforms have been quicker than the development of our leaders. We end up with a skills gap."

But Hilary Goldsmith, a school business leadership consultant, said it was "very unusual" for trusts to outsource virtually all services.

It meant cash "leaving schools and not coming back", despite remaining in the public sector. Outsourcing more

widely risked a "depersonalised and off-the-shelf service".

Morales agreed that not all suppliers would understand education, and suggested MAT-to-MAT service provision would "make more sense".

He said council outsourcing in the 1980s of services such as leisure had cut costs, but resulted in some "awful" provision. He also noted the irony of a partially council-owned organisation providing school services after reforms to curb council influence.

Goldsmith said the growth of large MATs meant many "rebirthing into the old LA model", with expertise and funds in head offices rather than schools. "The whole purpose of academies was to break this down."

But Letheren said Plymouth council "won't be anywhere near" schools as Delt was an independent body. He highlighted its expertise, providing services such as IT to local GPs. "I'd ask people to judge us on our record, rather than the record of others who failed."

A DfE spokesperson said: "Decisions about third-party suppliers are for academy trusts to make themselves. Trusts must have processes in place to make sure they are obtaining good value for money and are following the provisions of the Academies Financial Handbook."

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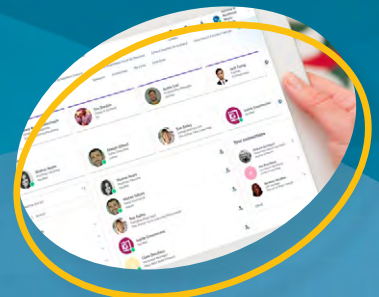


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## News

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## Muhammad cartoon teacher fundraiser under scrutiny

TOM BELGER

@TOM\_BELGER

EXCLUSIVE

A fundraising campaign for the teacher at the centre of the Muhammad cartoon row is being led by an activist accused of stirring up local ethnic tensions.

It comes as a petition demanding the teacher's reinstatement reached almost 70,000 signatures.

The staff member's use of caricatures of the prophet in class last week sparked protests outside Batley Grammar School in West Yorkshire, thrusting it into the middle of wider row over religion and free speech.

The school has now ordered an independent investigation into its curriculum after immediately suspending the teacher and apologising "unequivocally" over the materials used in RE lessons. The teacher involved is reported to fear for his life after death threats forced him into hiding.

An online fundraising page to help the teacher fight for his "job, reputation and security" secured more than £5,600 in donations within a day of its launch on Wednesday.

Creator Paul Halloran called it the "official fundraiser," and said he was a family friend who had been asked to set it up.

But Halloran's involvement in past local community tensions may risk further politicising divides over the issue.

Standing as a candidate in the 2019 local elections, Halloran faced claims from opponents across the political spectrum that he was stirring up ethnic divisions.

Halloran came third in the Barley West ward for the Heavy Woollen District independent party, whose only other local candidate Aleks Lukic was a former UKIP candidate.

Lukics led a controversial campaign to stop non-stunned halal meat being served in schools, with



Halloran demanding the council reveal which schools did so.

Kirklees' Labour council leader Shabir Pandor told the local Yorkshire Live news site their motives were "extreme and dangerous" accusing the pair of trying to "sow division" by politicising the issue.

Conservative leader David Hall agreed all meat should be pre-stunned to avoid animal cruelty, but condemned "those who would try to stir up community tensions" over the issue.

Halloran has also criticised the term "Islamophobia," saying all racism should be called out. "I don't see a lot in the Muslim community commenting on grooming gangs and terrorism....Let's not invent a word that will stop us debating those things," he reportedly said, according to the Press local newspaper. He denied accusations of racism.

But Halloran told Schools Week he "wholeheartedly" rejected 'far-right' labels, calling them "nonsense" promoted by his political opponents to discredit him. He said he was a respected local man who belonged to no political party, and had friends of "all cultures and religions."

But he said he remained concerned "the word 'Islamophobic' is used at time to stifle reasoned and respectful debate."

Footage of protests outside Batley Grammar's gates quickly went viral, catapulting the area into the headlines only a few years after the murder of local Labour MP Jo Cox by a far-right extremist.

Demonstrators' anger over depictions of Muhammad, reportedly caricatures from French satirical magazine Charlie Hebdo, and the school's apology for "inappropriate" RE materials quickly sparked a backlash against the backlash.

Many appealed for calm but the row sparked not only fierce rows over blasphemy, schooling, free speech and multiculturalism but also reported death threats. Conservative peer Sayeeda Warsi warned debate had been "hijacked by extremists on both sides."

The DfE swiftly called the protests and threats "completely unacceptable," and defended the inclusion of controversial curriculum materials. The teacher involved is reported to have been teaching about blasphemy.

National Secular Society chief executive Stephen Evans told Schools Week school leaders "shouldn't allow blasphemy taboos enforced through intimidation to dictate their teaching."

The school switched to remote learning amid the protests. The independent investigation will review the "context in which the materials [which caused offence] were used, and to make recommendations in relation to the Religious Studies curriculum so that the appropriate lessons can be learned and action taken, where necessary".

An independent investigation panel will be appointed over the next fortnight, with the probe set to begin on April 12 and report "towards the end of May."

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# Ofsted plans a heavier hand if schools dip two grades

JAMES CARR

@JAMESCARR\_93

Ofsted's "lighter-touch" summer visits will be converted to full, graded inspections if inspectors believe the school has declined by two overall effectiveness grades.

The inspectorate revealed on Monday it would not restart a full programme of graded school inspections until September.

In lieu of normal inspections, suspended since March last year, section 8 monitoring inspections would begin from May 4.

Amanda Spielman, the chief inspector, said the watchdog would not grade schools before the autumn "unless we see significant improvement or we identify significant concerns".

Monitoring inspections of schools previously rated 'inadequate' would be converted to a graded inspection if there was evidence it had come out of the category of concern.

Additionally, if schools judged 'requires improvement' on two or more occasions consecutively were found to have improved, "inspectors will recommend that a full inspection is carried out before the end of



Amanda Spielman

the summer term".

Ofsted would also visit 'good' schools that had not had an inspection within the statutory five-year window because of the pandemic, and 'outstanding' schools if they requested an inspection.

These would be converted into graded inspections if inspectors believed the school had declined by two overall effectiveness grades, for example from 'good' to 'inadequate'.

Inspections would also be upgraded if there were serious concerns around quality of education, behaviour and potential gaming such as off-rolling.

Any school where safeguarding concerns were identified and pupils considered at risk would be prioritised for emergency

inspection and have their visits converted to a graded inspection.

Unless "significant concerns are raised", the watchdog would not inspect secondary schools during the first half of the summer term to allow them to focus on teacher-assessment grading.

It was piloting "limited changes to inspection methods" to assess which aspects of the education inspection framework (EIF) needed tweaking to take account of Covid-19.

An updated set of handbooks with details of the changes would be published after Easter.

Full initial teacher education (ITE) inspections would begin from May 4, although the Universities' Council for the Education of Teachers (UCET) warned the results would be "meaningless" because of the disruption caused by the pandemic.

Ofsted told *Schools Week* it had assessed what was "proportionate and workable" for each of the remits it inspected. About 800 inspections were planned.

Graded inspections would also apply to early years providers, area SEND inspections and social care providers.

Geoff Barton, the general secretary of the Association of School and College Leaders (ASCL), said it seemed a "proportionate approach".

JAMES CARR | @JAMESCARR\_93

## Research reviews from watchdog will help schools 'catch up' post-Covid

Research reviews and subject reports will help schools decide on content when "securing progression" and "catching up" in the aftermath of Covid.

Ofsted announced on Tuesday that it would publish research reviews from April that would set out the literature that "informs the way we think about high-quality education in each subject".

Subject reports would follow in the autumn term, based on evidence from "deep dives" conducted under the new education inspection framework (EIF), with additional research visits.

Ofsted said the research reviews had been planned before the pandemic, but their publication was "timely".

"As schools face the challenge of catching up, they will need to think carefully about what content to prioritise, what to limit and what to omit.

"By setting out the most helpful ways of securing progression in each subject, the research reviews can provide a set of guiding principles for subject leaders."

A curriculum unit has been set up, with Ofsted recruiting subject leads to guide the work with its research team.

It aims to publish research reviews "for most national curriculum subjects" by the end of the year.

Under its previous framework, Ofsted published thematic reports, but the guidance said there was a "clear appetite from

schools" to resume subject-specific reports.

The new reports will focus on schools' understanding of progress in each subject and how that informs their approaches to the curriculum.

They will also report on the effectiveness of assessment, how teaching supports the goals of the curriculum, the quality of systems around subject teaching and the extent to which there is a "climate of high expectations".

Access to the curriculum when teaching pupils with special educational needs or disabilities and the extent to which whole-schools policies "affect the capacity for effective subject education" will also be covered.

## Speed Read

# Key findings from the Sewell report on racism

A controversial government commission on race and ethnic disparities has called for “better targeted” funding, extended school days and reforms to exclusions.

The commission, chaired by Dr Tony Sewell, a former teacher, found Britain has become a “more open society” in which children from many ethnic communities “do at least as well or substantially better than white pupils in compulsory education”.

“Overt and outright racism” persisted, however, particularly on the internet.

But the commission has been criticised for downplaying racism, with Sewell singled out for writing in his foreword that slavery was “not only about profit and suffering but how culturally African people transformed themselves into a remodelled African/Britain”.

Dr Patrick Roach, the leader of the NASUWT, said: “Unless and until the government accepts the facts of systemic racism, it will continue to fail black workers and communities.”

Here are the main recommendations relating to schools.

## 1 SET LEADERSHIP EXPECTATIONS AROUND NEUTRALITY

Some schools used materials that reflected narrow political agendas or gave “a biased picture of historical and current events”.

The report said it would “welcome” the government setting “school leadership expectations around political neutrality and transparency on curriculum design”. The DfE should commission research into “whether schools are teaching in an impartial way”.

The law already prohibits the “promotion of partisan political views in the teaching of any subject” in schools.

## 2 SUCCESS OF SOME ETHNIC GROUPS NEEDS TO BE RESEARCHED

Black Caribbean pupils still do far worse at school than their white British and black African peers.

The commission recommended the government invests in research to “understand what factors drive the success of high-performing pupils’ communities, including black African, Chinese, Bangladeshi and Indian ethnic groups, and how it can be replicated to support all pupils”.

## 3 ‘BETTER TARGET’ FUNDING THROUGH NFF

The commission found there were “too many funding streams that are not sufficiently addressing need”.

It recommended the government uses additional funding “targeted at measures which specifically aim to tackle disparities in educational outcomes for disadvantaged groups”.

The DfE was still “best placed” to target additional funding, but could consider increasing the weighting given to additional needs, geographic funding or other “area-based classifications” in the national funding formula (NFF).

## 4 EXTEND THE SCHOOL DAY TO ‘BUILD CULTURAL CAPITAL’

The government should “urgently consider phasing in an extended school day”, the commission said, especially in the most disadvantaged areas and communities. Additional hours must provide opportunities for “physical and cultural activities”.

The DfE would need to “secure and allocate the necessary funding” to ensure the longer days could be delivered within teachers’ existing contracted hours.

## 5 EXPERTS TO CREATE ‘INCLUSIVE’ CURRICULUM RESOURCES

British history was “not solely one of imperial imposition”, but had “episodes of both shame and pride”.

The DfE should work with an “appointed panel of independent experts” to produce a “well-sequenced set of teaching resources to tell the multiple, nuanced stories that have shaped the country we live in today”.

These resources should be “embedded within subjects in the statutory curriculum”, and include lesson plans, teaching methods and reading materials to “complement a knowledge-rich curriculum”.

## 6 IMPROVE WORKFORCE DIVERSITY DATA

The teaching workforce is “disproportionately white”, the commission found, despite a recent “positive trend”.

All professions should “seek to represent the communities they serve”, but improved “data collection, monitoring and quality of analyses” were needed.

The report also said the government should set “clear expectations for governing boards on how to collect and publish data on board diversity, as well as how to regularly review their membership and structure”.

## 7 DROP TEMPORARY ‘EXCLUSIONS’ AND IMPLEMENT TIMPSON

The commission concluded that the causes for ethnic disparities in the rates of exclusions and suspensions were “complex and multifaceted, and cannot be reduced to structural racism and individual teacher bias”.

It endorsed the findings and recommendations of the Timpson review of exclusions, published in May 2019 but barely acted upon.

The race report also said it was “important for public reporting on this emotive issue to be much clearer in distinguishing between permanent and temporary exclusions, using the phrase ‘suspension’ instead of temporary exclusion”.

## 8 UNIVERSITIES SHOULD HAVE OUTREACH STAFF IN SCHOOLS

The report recommended that the Office for Students issue stronger guidance on “funding outreach programmes and placing university outreach staff in schools to help reduce disparities in applications at an earlier stage”.





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# Speed read

## Summer school funding details: what you need to know

Details on how £200 million of funding will be dished out for summer schools were released this week. Here's your trusty *Schools Week* guide ...

### 1 FUNDING CAP FOR TWO-WEEK SCHEMES (AND SPOT CHECKS TOO)

Secondary schools will receive £59.70 per place, per day, to run summer schools this year, but only for a maximum of two weeks of activities.

Although schools are free to choose which pupils to target with the activities, funding will be calculated on the basis of their existing year 7 cohorts. It will be based on up to 50 per cent of year 7s being offered a place on a two-week programme, or 100 per cent on a one-week programme.

This means the funding equates to £597 per two-week place for mainstream pupils. But schools will get more – £1,791 per place over two weeks – for pupils in special schools, special units in mainstream schools and alternative provision.

Schools with very small numbers of year 7s "will receive no less than £1,000". If it is "impractical" for them to run a summer school, the funding will allow them to work collaboratively with other schools, the DfE said.

Schools will be expected to keep a daily attendance record. The government will carry out "spot checks on compliance with requirements, including number of places catered for".

The money will have to cover all costs associated with running the activities, including additional staff costs, free meals for eligible children and transport, and schools will only be guaranteed funding for those children who turn up.

### 2 DfE 'EXPECTS' SCHOOLS WILL TARGET YEAR 7s

The DfE said it was for schools to determine which pupils "would benefit most". However, it also said it "expects" most schools "will want to focus this provision primarily on pupils making the transition into year 7".

This is because the transition is "known to be a challenging one for some pupils, and the impacts of the pandemic have increased this challenge".

As well as academic support, summer schools should include "enrichment activities, such as team games, music, drama or sports activities".

Schools are "free to run a one- or two-week summer school and may choose to involve different pupils over that time, according to their needs".

According to the DfE, this "could mean that more pupils benefit from a shorter summer school".

### 3 VOLUNTARY FOR STAFF (BUT EXTRA CASH AVAILABLE)

Participation is optional for staff, and the DfE said that as well as working with teachers "who are available and willing to take part", leaders "may wish to consider" using support staff, temporary staff, trainee teachers and volunteers.

Staff can be recruited "from a combination of participating and non-participating schools as well as non-school staff, such as HE lecturers, youth workers and staff from local businesses, to form an effective team with a broad range of skills and expertise".

However, volunteers who have not been checked must not be left "unsupervised", or allowed to work in "regulated activity".

With the exception of heads, all teachers volunteering to take part will be eligible for payment under so-called additional allowance rules.

DfE anticipates most schools will use their own premises for the schools, and meals should be provided for pupils eligible for free school meals.

### 4 SCHOOLS WILL CLAIM BACK FUNDING FOR PLACES FILLED

Schools have been told to confirm participation in the programme by the end of April via an online registration form.

They should then start planning "as soon after Easter as possible, working with feeder primary schools to determine which pupils to invite and liaising with parents".

The DfE suggests that parents are then informed of the offer by mid-June, including the number of places on offer and over how many days.

Schools will be able to claim back the funding in September after confirming the number of places filled.

If a school cancels the summer school "for any reason other than coronavirus, or fails to complete the final claim form, DfE will not release funding".

### 5 COSTS REIMBURSED IF SCHOOLS FORCED TO REDUCE PROVISION

If summer schools have to be reduced because of a direct order from government, schools will be eligible to claim a portion of the funding available to them "in line with the scale of the summer school and the number of pupils for whom confirmed places were made available". They will also be able to claim any "reasonable accrued and unrecoverable costs".

Where schools choose to reduce the scale of their provision, they will only be eligible to claim "a portion" of the funding available.

If a pupil does not attend the summer school at very short notice, the full day rate will "not be automatically payable" for that pupil, but schools "should claim their unrecoverable, receipted costs up to a maximum of the day rate", the DfE said.





## News

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## ‘Use premium cash to boost teaching’, says commissioner

TOM BELGER

@TOM\_BELGER

The government’s recovery commissioner has said schools should be spending half their pupil premium cash to improve teaching.

It comes after the Department for Education told school leaders this week that how they use the funding must be “informed by research evidence”.

Schools must also start using DfE templates for the pupil premium strategies they are already required to publish each year. The department will then check a sample.

Guidance on what the cash should be spent on covers three areas: teaching quality, targeted academic support and addressing non-academic barriers such as attendance, behaviour and emotional support.

Schools were told to refer to the Education Endowment Foundation’s (EEF) pupil premium guide, which allocates a proportion of recommended spend to each of the three areas.

Sir Kevan Collins, the recovery commissioner, told an Ark academy trust event this week that the best way to raise attainment for disadvantaged pupils was to improve the quality of teaching for everyone – “and half of it [the premium] should be used for that in my view”.

But the tightening of accountability has been criticised.

John Dunford, who was the government’s pupil premium “champion” from 2013 to 2015, said a DfE-enforced template was “for the benefit of bureaucrats rather than schools or

children”.

He said the EEF’s guidance included “high-impact, low-cost strategies” based on research.

But he warned the government had to recognise there was “no one way of closing the gap,” with schools likely to take different strategies based on children’s different needs.

DfE checks on school strategies “seem to be over-monitoring”, given schools were already accountable to Ofsted and parents.

Angela Murphy, the learning director at Lord Grey Academy in Milton Keynes, said Covid meant schools knew “more than ever” about their pupils’ lives and community needs. “If there was ever a time to allow greater autonomy, it would be now.”

Mark Tippins, a secondary teacher in the north east, warned reporting rules “add to already-significant bureaucracy at a time when workload has never been so high”. Focus on tried-and-tested methods could also leave “little room for innovation”.

Daniel Sobel, an inclusion expert, said emphasis on non-academic barriers was a step in the right direction, but did not go far enough.

The rules’ wording “lend themselves to tick-boxing” and a focus on hard data such as attendance. “If attendance is up, it doesn’t mean pupils are engaged or participating more. It’s soft data on engagement and participation that makes most sense.”

But Ben Gadsby, head of policy and research at the charity Impetus, said greater reporting allowed the government to see the funding’s impact and to help “build the evidence of best practice”.



## 7. Use of evidence

From academic year 2021 to 2022, schools must demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation’s toolkit. In line with the EEF’s [pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development;
- provide targeted academic support, such as tutoring; and
- tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.

## 8. Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021. The Department for Education will undertake monitoring checks on a sample of schools’ published reports.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools’ plans, including their plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

## 300,000 more pupils qualify for free school meals

The number of children eligible for free school meals surged in the first seven months of the Covid-19 pandemic.

Census data published by the Department for Education shows an extra 302,397 pupils became eligible for free school meals between the first nationwide lockdown in March last year and the October school census.

During the same period in 2019, numbers increased by 208,500.

The data is likely to deepen concerns about how much schools will miss out on as a result of pupil premium changes.

The premium payments are based on free school meal eligibility, and are usually calculated using FSM data from the January census.

However, the government decided to use the October figures this year.

Any children who have become eligible since then will not be factored into funding decisions.

The DfE has repeatedly refused to say how much schools have missed out on as a result of the change.

A survey by the NAHT school leadership union earlier this month suggested England’s primary schools alone could face a £180 million

funding gap.

The latest data shows 19.7 per cent of pupils were eligible for free school meals as of October, up from 17.3 per cent in January 2020. In total, 1.63 million children qualified by the autumn term.

The highest rates of eligibility were in north east England at 26.3 per cent, although there has been an increase in every region since spring.

Tulip Siddiq, Labour’s shadow children’s minister, said the figures showed “just how devastating this pandemic has been for family budgets”.

## News in brief

### Testing times: PCR policy changes again

Rapid Covid tests taken in schools will now need a follow-up lab test within two days to confirm their result, marking another U-turn in the government's testing policy.

The Department for Health and Social Care (DHSC) has reintroduced a requirement for those who test positive using a lateral flow device (LFD) to take a confirmatory polymerase chain reaction (PCR) test. This is to help identify specific Covid variants, the department said.

The change in tack comes after parents and experts warned that the government's previous policy to forgo the confirmatory lab test for pupils being tested in schools was "illogical".

Schools Week revealed how some pupils forced to isolate after a positive rapid test in school were then kept out of the classroom despite a PCR testing coming back as negative.

The new policy came into effect on Wednesday, with the Department for Education (DfE) issuing updated operational guidance on Tuesday afternoon.

Updated guidance states: "All positive results from rapid tests, whether conducted at home

or at a school or college, need to be confirmed with a PCR test within two days of the positive lateral flow test."

An asymptomatic testing trial in Liverpool previously found around one in 1,000 people without symptoms received a false-positive result when taking an LFD test.

The majority of secondary pupils taking part in the voluntary testing will now be doing so from home. But secondary schools were told to retain small asymptomatic testing sites on-site to offer testing to pupils "who are unable or unwilling to test themselves at home".

The DHSC explained the reason behind the policy change is so it can make use of 'genotype assay testing' – a new technology which it says could halve the time it takes to identify whether a positive Covid test contains a "variant of concern".

Under the new rules, contact tracing will continue to be triggered by a positive LFD result in assisted settings, such as schools, but will be stopped automatically after receipt of a negative confirmatory PCR test, if the PCR was taken within two days of the initial result.

### Attendance falls as more kids isolate



School attendance rates fell again last week as more pupils were forced to self-isolate due to potential Covid contact in school.

Data published by the Department for Education shows 87,600 secondary school pupils were self-isolating due to a potential contact in school last Thursday, up from 58,400 the week before.

At primary level, 83,600 pupils were self-isolating for the same reason, up from 66,900 the week before.

As of last Thursday, overall attendance in state secondary schools was 87 per cent, down from 89 per cent, the week before. Primary attendance fell from 93 per cent to 92 per cent over the same period.

The DfE estimates that 3.3 per cent of all pupils on roll in state-funded schools did not attend for Covid-19-related reasons last Thursday, up from 2.5 per cent on March 18.

Of the 264,000 off school, 9,000 pupils had a confirmed case of coronavirus while 28,000 had a suspected case.

A further 173,000 pupils were self-isolating due to a potential contact in school, while 47,000 were isolating due to a possible contact out of school. In addition, 7,000 were unable to attend because their school was closed due to "Covid-19 reasons".

Absence rates among staff also rose slightly. As of last Thursday, 1.6 per cent of teachers and leaders and 1.8 per cent of teaching assistants and other staff were absent due to Covid, up from 1.3 per cent and 1.7 per cent respectively the week before.

The DfE said Covid-related staff absences were "mainly due to an increase in those self-isolating due to potential contact with a case of coronavirus inside the school".

### Medical chief urges calm on Covid rate rise

A slight uptick in Covid rates among young people is "almost certainly" the result of reopening schools, Boris Johnson has said.

But a government medical chief said the case rates rise was not a "dramatic increase at this point", adding that the situation was "likely to become clearer over the next two weeks".

The latest Covid infection survey published by the Office for National Statistics shows the proportion of children in school years 7 to 11 testing positive for the virus increased last week, while infection levels among younger children remained relatively flat.

Johnson said the data showed the continued

need to be "cautious in our approach" to lifting wider restrictions. "Because of the relaxation that we've seen, almost certainly because of the opening of schools again, you're starting to see some of those graphs starting to curl a bit like old British Rail sandwiches, moving upwards a little bit in the younger groups," he added.

Schools reopened more widely to pupils from March 8 as part of the first stage of the government's roadmap out of the current lockdown. Ministers have made a point of allowing five weeks between each major change in the lockdown to allow the effect of individual measures to be seen in data.

Professor Chris Whitty, the UK government's chief medical officer, said the rise is not a "dramatic increase at this point, but this is inevitable – as bits of society open up there will be some increases in transmission, and we should expect that. It is one of the things we have to anticipate."

Sir Patrick Vallance, the government's chief scientific officer, said that data published next week, the fourth after schools reopened, would allow the government to better analyse the impact.





## Speed read



# How grades will be awarded this year

Exam boards confirmed on Friday what schools need to do to award GCSE and A-level grades this summer. Here are the key things you need to know ...

## 1 'VAGUE' GRADE DESCRIPTORS CRITICISED

The Joint Council for Qualifications (JCQ) guidance says that grade descriptors and grading exemplification must be used to make "holistic judgments" about student performance.

However, many school leaders have criticised the descriptors. Jonathan Mountstevens, deputy head at Beaumont School, Hertfordshire, said the "incredibly vague" descriptors would lead to inconsistency.

For instance, to achieve a grade 8 in GCSE history a student must demonstrate "relevant and comprehensive knowledge" combined with "sophisticated understanding of key features and characteristics". Grade 9 can be awarded where the candidate shows "stronger performance in most or all aspects" of grade 8.

But JCQ says exemplifications created by exam boards should also be used. Student responses from historical exam scripts to show mid-grade performance in previous summer series will be made available on April 19.

## 2 PROGRESS REQUIREMENT DROPPED

Ofqual has dropped a proposed grading requirement for heads to declare that students have been taught enough to allow them to progress to the next stage in their education.

In response to a technical consultation this month, Ofqual said there were "concerns" the original wording around sufficient content for progression was "not easy to define" and would "vary by qualification and grade", as well as students' intended destinations.

Instead, heads will have to confirm that "each student has been taught (or in the case of private students, has studied) an appropriate amount of content to form the basis for a grade".

## 3 PUPILS SHOULD SIT TEST PAPERS ON THE SAME DAY

Exam board test papers will be published online on April 19. They do not need to be kept securely, but JCQ said schools "should consider" how much advance notice students should have.

"Additionally, if it is decided that all students in a cohort sit the same activity under test conditions, this should happen on the same day to maximise fairness," the guidance adds.

Because the materials are groups of questions and may vary in breadth and demand, there will be no grade boundaries and "no requirement for the mark from an assessment to be converted into a grade".

Instead, the mark should be "considered alongside other pieces of evidence".

## 4 SMALL SUBJECT DEPARTMENTS CAN TEAM UP

"Additional support" to award grades and, where appropriate, "quality assurance measures" should be provided for newly qualified teachers or single-person departments.

"This will be agreed on a case-by-case basis, but may include, for example, senior leaders or the head of centre validating the outcomes after comparing with outcomes in associated subject areas where applicable," the guidance says.

"In the case of small subject departments, heads of department may choose to collaborate with neighbouring centres for additional support."

## 5 VIRTUAL VISITS IF BOARDS ARE CONCERNED

Schools will have to submit a centre policy by April 30. It should explain things such as staff training, internal quality assurance and how grades were checked against previous years.

Boards will review all policies, and randomly quality-check some. They may contact schools to arrange a virtual visit to "clarify points" if there are concerns.

Failure to engage in the final stage of quality assurance, where boards will carry out targeted and sample grades, may jeopardise the "timely issue" of results and may lead to "further investigation".

Boards will also investigate "credible" allegations of malpractice such as grades created for students who have not been taught sufficient content.

Another example is if a teacher deliberately provides inappropriate levels of support before or during an assessment, "including deliberate disclosure of mark schemes and assessment materials to support an inflated grade".

## 6 DFE WILL FUND APPEALS

The department will cover the costs of appeals to exam boards over teacher-assessed grades.

The government told headteachers on Friday that it will provide funding to boards "with respect to formal appeals of teacher-assessed grades submitted to them by state-funded providers and any providers on behalf of private candidates".

Schools will not pay a fee when submitting appeals on behalf of pupils. However, they will be expected to "absorb" the cost of running their own initial internal reviews. Further details are yet to be published.

# EDITORIAL

DO YOU HAVE A STORY?  
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## Child abuse review must lead to better policy

A theme during Covid is how ministers have been forced into changing policy – funding free school meals over holidays being a prime example.

MPs who have for years campaigned for more to be done to pick up sex abuse in schools feel the same way.

While they welcome the review launched by the government, they question why it's taken a flurry of newspaper headlines to get action after years of similar concerns being raised in different forums.

But what's important now is that the review ends up getting to the heart of what can be done to ensure young people feel safe in schools. Children need to know there is someone they can contact for support if needed.

The testimony of thousands of youngsters on Everyone's Invited show this has not been the case.

While Ofsted will undoubtedly pull up the failures, it also needs to pull out the successes, which should be used to improve policies.

## A free teacher job website is worth investing in

The Department for Education's Teaching Vacancies website – a free website for schools to post job adverts on – is a great idea.

Schools spend £75 million on advertising, there's huge potential to clawback cash that can be spent in the classroom.

But, since launching in 2019, the DfE's website just hasn't taken off. There's still a reluctance from schools and also teachers to use it.

The government hopes its three-stage plan will create a step change in behaviour. But is leaning on big academy trusts and asking them to show "leadership" enough to turn the tide? We shall see.

It's likely there will always be a role for adverts in publications (such as this one). But further growth of the Teaching Vacancies website can only push the market into providing better value for money for schools when purchasing such services. That's something we welcome.

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## Could Accelerated Reader be holding children's reading back?

**John Moore, UK director, Renaissance**

Accelerated Reader supports the central relationship between teacher and student. Software cannot and should not replace that. We agree that students endlessly quizzing can simply produce spreadsheet data, and this is why the teacher and librarian are so important.

We want to see schools using the data to understand where their students are and as a jumping-off point to discuss books and suggest new ones. For sure, reading in a space which is not effectively supervised like the one Shivan describes is unlikely to be effective.

Accelerated Reader provides an indication of how each pupil's reading compares to the national range, as well as a selection of books they should be able to access without frustration. But we never prescribe or restrict choice. We want teachers and librarians to be able to suggest new texts based on what students would enjoy and what would stretch them. That's what our guidance recommends.

Our software is designed to work for teachers and librarians to instil precisely the reading culture Shivan discusses – including whole-class reading of classic texts. Happily, schools that adopt Accelerated Reader buy more books, lend more books and make the role of librarian even more important. Long may that continue.

**Sarah Anderson @sazze54**

Replying to @TeacherToolkit @SchoolsWeek @Shivandavis Nothing replaces a teacher reading a text aloud with expression, voices for characters etc, to bring reading alive and challenging texts to children. Still remember the child who remembered my American voices for The Midnight Fox, not to mention my Carrie's War Welsh voices!

## Recovery? School leaders need it as much as their students

**Sue Gould, @beanybonce**

Very true. If leaders don't recover, they won't be able to support the rest of the team or children. Can't pour from an empty teapot.

## Oxbridge cuts offers to avoid another grade inflation admissions bulge

**John Nichols, @John\_Nichols\_1**

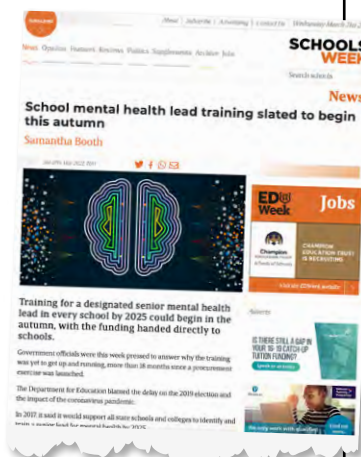
It will be particularly interesting to see what impact there is on dropout rates amongst students leaving school this year.

## REPLY OF THE WEEK **Mark Drury**

### School mental health lead training slated to begin this autumn

More blurring of the lines between education and health services.

The green paper this is based on starts with the proviso that mental and physical health should be treated equally – and no one expects teachers to diagnose physical medical conditions and treat them. Yet schools are expected to identify and intervene on mental health issues.



If there is rampant grade inflation, universities might well struggle to discern the most capable students. We'll have to wait and see what happens.

## Headteacher vacancies fall despite Covid exodus fears

**Andy Edwards**

That's because we are all committed to leading stability in our schools through these times. Let's see what it will be like this time next year...

## MPs demand answers from ministers over 'Wild West' grading fears

**Catherine Bagley**

As a parent of a year 11 and a year 13, the way this has been handled is shameful. Neither of them knows what's happening after Easter yet because schools haven't been informed by the exam boards! What are they supposed to be preparing for over the holidays?

## How the big academy trusts managed to ride out Covid finance hit

**Pam Tatlow, @Pam\_Tatlow**

But if some MATs can call on big donors, what does that say about inequality of the student resource?

**Mike Kendall, @mk1955**

You didn't have to be a big MAT to 'ride out' Covid. I'm chair at two schools, a large single academy trust and a large maintained school and both have provided a rich and welcome offer throughout Covid and continue to thrive as we come out.





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# Profile

FREDDIE WHITTAKER | @FCDWHITTAKER



## 'I'm not sure Gavin Williamson has a vision for education beyond the end of next week'

**Freddie Whittaker meets a grammar school head who believes they shouldn't exist and whose NEU presidency has been shaped by the pandemic**

**G**iven newspaper headlines about militant union bosses plotting against ministers' plans over the past year, it is perhaps surprising that the president of the generally anti-selection National Education Union is the headteacher of a boys' grammar school.

But Dr Robin Bevan, who has found himself having to help lead the country's largest education union at the same time as running

Southend High School for Boys, is far from your stereotypical old-fashioned leader of a stuffy selective school.

Within the first 20 minutes of our Zoom interview, he's already quoted Marx and described how a family tradition of trade unionism (his father and grandfather were both presidents) shaped his desire to change things for the better.

"The way I was brought up was very simple. If you see something that is not right, unjust, inappropriate – don't complain about it, do something about it," he says. "You speak truth to power. And you do so to the best of your ability according to, you know, each according to their ability to each according to their need."

The youngest of four children, Bevan was born in Tonbridge, Kent. Like many of their generation,



# Profile



Bevan on his bike

his parents were “strict in expectations, but very liberal in terms of going out to play, exploring, disappearing on a bike”. He remains an obsessive cyclist to this day.

He attended the selective Judd School, and then read maths at Oxford, staying on for what would be his first Master’s degree. Bevan hated his first job in computer programming. But his love of maths and his experience volunteering with youth organisations led him into teaching.

During his PGCE at Nottingham, Bevan’s placement was supposed to be in a nearby affluent school. He resisted, and went to Sutton Centre, a school in the mining community of Sutton-in-Ashfield. He describes a “fascinating model” at the school, which had no uniform and where pupils referred to teachers by their first names and had two lessons a day.

“I can remember having a year 9 maths class, and I would have them for the whole morning. And just working on how you do that, how you structure it, how you do your behaviour side of things. It was extraordinary.”

His first job after teacher training was in a north London comprehensive school, where he discovered a skill for teaching “either end of the ability range”. That revelation led him to more selective environments, and he ended up a head of maths in Essex while studying for his second Master’s – in education – at Cambridge.

Bevan stayed in the south-east. He started his



## “If you see something unjust, don’t complain. Do something about it”

headship at Southend High School for Boys 14 years ago. Before that, he was a deputy head at King Edward VI Grammar School in Chelmsford, during which time he also did a PhD exploring aspects of screen-based learning. The irony is not lost on him that less than two decades later, the practice has become a global way of life. “We were just interested in whether it had classroom application,” he says. “I don’t think it would ever have crossed my mind that would be something you would systematically be doing remotely.”

Bevan’s involvement in the trade union movement started early in his career. He joined the Association of Teachers and Lecturers as a student, and became a rep “because I saw colleagues who were not being treated fairly”.

During his time in the ATL, Bevan argued vociferously for greater professional unity. He campaigned for support staff and leaders to be admitted and became the first headteacher to sit on the union’s national executive. He

then advocated for the ATL’s merger with the National Union of Teachers, which eventually happened when the NEU was formed in 2017. He was elected to the presidency before the amalgamation took place.

NEU presidents are elected on a three-year cycle, serving as junior vice-president, senior vice-president and then president. The president year is usually sabbatical, but Bevan realised last March that his term, due to begin in September, would not go as planned.

“We were all set in school for it. My deputy is superb. And if it had been a normal school year, I could have stepped back, and she would have been able to oversee most of the leadership management of the school.

“But once we hit March, it was very, very obvious as we went into the first lockdown that there was no way I could walk away and say to a deputy, ‘this is your problem’. So I’ve ended up doing the two jobs.”

The crisis over the past year has meant Bevan has “missed out on a lot of the things that I would have expected and looked forward to”. He hasn’t been able to travel the country meeting members – one of the benefits of the role.

But as unions became more important to their members in guiding them through the pandemic, “the flipside is I’ve done some things that I would never have believed I would ever do”. One example is an NEU Zoom meeting on January 4, the day the government announced partial



# Profile



school closures. The organisation believes it was the biggest trade union meeting ever held.

"At peak, we had over 400,000 people watching a single trade union voluntary meeting, and I'm in the chair, quite literally in the chair in my spare bedroom."

Bevan is still passionate about the need for stronger professional unity. He believes a single education union would better serve the education sector. And he has had an unlikely ally in his campaign for closer collaboration and union membership: Gavin Williamson.

The education secretary's relationship with unions and the wider profession has soured over the past year. Leaders claim they were not consulted on key decisions. In January, 92 per cent of teachers said Williamson should resign. "There is absolutely no doubt that the single biggest driver of both union collaboration and of NEU membership has been Gavin Williamson," Bevan tells me.

He believes the education secretary chose to "operate effectively as a command-control, hero-type leader, when he has neither the expertise nor the insight to do it". This in turn led to a "whole series of frankly ridiculous decisions" which have undermined his authority. "I'm not sure that Gavin Williamson has a sense of what our vision for our education system is beyond the end of next week. His event horizon is a real barrier to his own understanding and his leadership."

The NEU has also faced its share of criticism during the pandemic. It was accused of hampering remote education last year after it issued guidance warning teachers against using livestream technology from home, with concerns around teachers' online safety.



Bevan addresses an ATL conference

## "We had over 400,000 people watching me in the chair in my spare bedroom"

The union also raised significant concerns about the return of pupils last June and September, and in January this year advised members to exercise their right "not to be subjected to any detriment" if they left, or refused to return to work because they believed it was dangerous.

But Bevan believes the NEU's position on several issues has been misrepresented in the media. "There have been stories in the national press that said the union opposed live lessons. We never did. There have been stories saying that schools shouldn't reopen, according to the NEU, until child poverty has been eradicated. "We quite rightly put into our ten-point recovery plan the need to address structural disadvantage and poverty. But we didn't say, you know, you can't reopen the schools until it has been done."

The NEU and its predecessor unions have been no fans of academic selection, and Bevan admits some people are "surprised and almost intrigued" to find out that the NEU president is a grammar school head.

"In an ideal world [grammar schools] probably wouldn't exist," admits Bevan, acknowledging that many of the schools exercise "social selection". But he doesn't believe that's the case for his school, which is "rooted in the heart of Southend" and with a "significant and rising pupil premium population".

"There is no legitimate justification for state-funded grammar schools unless they are actively involved in social mobility, actively involved in addressing issues of restricted educational attainment from those who come from disadvantaged backgrounds. If that isn't your mission, you shouldn't be doing it."

Bevan points to his passion for cycling as a metaphor for his drive in both his teaching career and trade union achievements. He cycles the ten minutes to work, but he also races and has coached riders who have gone on to ride for Great Britain.

"When I'm cycling for pleasure between two places, I will choose the route that has the steepest climbs. I love challenge, you know?"

# Opinion

DO YOU HAVE A STORY?  
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NICK  
GIBB

Minister for school standards

## A world-leading education system starts with supporting teachers

**Better supporting teachers into and throughout their careers is the key to reforms designed to make our schools the best place to be a teacher, writes Nick Gibb**

Everyone across the country knows how challenging this past year has been for schools – for staff and pupils alike. Our teachers and school leaders have rightly won the admiration and appreciation of the entire country for their work to keep young people learning.

With pupils back in schools, and with the roadmap out of lockdown on track, there are reasons for optimism that the worst of the pandemic is behind us. At the same time, I am under no illusion as to what a toll the past year has had on the education and wellbeing of many pupils and teachers. That is why, looking ahead, there can be no more important focus for my department than the support and professional development we give to our teachers.

Put simply, there are no great schools without great teachers. As we set out in our teacher recruitment and retention strategy, we know that currently not enough teachers receive the high-

quality support they need at the start to build the foundations for a successful career. This leads to too many teachers leaving within the first five years, with drop-out rates within the first two years particularly sharp.

“Put simply, there are no great schools without great teachers

We are determined to make sure every teacher has the strongest possible start to their career. That is why the Early Career Framework (ECF) reforms, rolling out nationally from September, are so significant.

Under the reforms, new teachers will benefit from a longer induction period of two years, replacing the previous one-year induction processes. This means they will have more time to access structured support and to develop their expertise and confidence.

The professional development they receive across these two years should be based on the ECF, which sets out the best available evidence on effective teaching practice. This will make sure early career teachers are focused on learning the things that will make the most difference in the



classroom, such as the importance of establishing consistent classroom routines or taking into account pupils' prior knowledge when lesson planning.

Our vision is for the ECF to build on high-quality Initial Teacher Training (ITT), so that all new teachers receive three years of

structured training and support at the start of their careers, giving them the strong platform needed for a successful career.

To give them time to focus on their development, teachers will get a five per cent timetable reduction in their second year of teaching, on top of the ten per cent off timetable they already receive in their first year. They will also have a mentor, who will have access to funded training and materials to support them to carry out their role effectively.

The reforms will be backed by at least £130 million of government funding a year, which will cover that additional time off-timetable and time for mentors to spend with mentees in their second year when it is fully up and running.

To support schools now, we

have published updated statutory induction guidance to help them understand the changes. We have also appointed six organisations who are ready to design and deliver comprehensive programmes of professional development for early career teachers and their mentors, funded by the DfE.

Our new national network of Teaching School Hubs, which are local centres of excellence in teacher development, will play a vital role in helping to deliver these programmes.

The ECF reforms are an important part of our education recovery plans and recognise that teachers deserve the best support available. They are a central component of our wider reforms to teacher development, spanning from initial teacher training through to system leadership, boosting the professional development available for teachers, and giving them plenty of opportunities to hone their skills and develop new ones.

I strongly believe that it is not enough for our education system to just be successful. Our ambitions are higher: we want nothing less than a world-leading education for every single child. For all their sakes, I want to ensure this country is the best place to become the best teacher.

# Opinion

DO YOU HAVE A STORY?  
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MARTYN OLIVER

Commissioner, Commission on Race and Ethnic Disparities

## Our recommendations will boost schools' ethnic minority success

**Schools are the engine driving Britain's inclusive success story and our recommendations will shape its next chapter, writes Martyn Oliver**

For generations, new arrivals to Britain have seized on the opportunities afforded by the state school system. Reporting today, the Commission on Race and Ethnic Disparities is in no doubt that education is the most emphatic success story of the British ethnic minority experience and the greatest single lever to promote racial equality.

Poring over the data and examining new research, we see a story for many minorities of remarkable social mobility. New analysis by Professor Steve Strand of Oxford University shows pupils from ethnic minorities perform better than white British pupils, even when accounting for socioeconomic status.

One likely reason is what our report calls 'newcomer optimism' – the resilience many ethnic minority Britons show to overcome deprivation and the racism that sadly still exists to break through into the upper echelons. It is no accident that ethnic minorities are well represented in the highest social class and those under 30

tend to earn more than their white colleagues. We recommend more research to replicate the factors that drive educational success in ethnic minority groups to the wider population.

Schools are the engines of opportunity fuelling this success. Turbocharging this progress is partly why the commission lays out

“The multi-ethnic character of our national story is not told widely enough

a roadmap for children to spend more time in school. The challenges of Covid have only made this recommendation more prescient and demand the government put its money where its mouth is on levelling up. The evidence is clear: with the resources to extend the school day, schools will enrich the social and cultural capital of every child while boosting their academic performance.

But let's be clear. The education success story is not complete – partly because the multi-ethnic character of our national story is not as widely told in schools as it ought to be. Schools face rising demands for a 'decolonised' curriculum and have a statutory duty to promote British values.



In support, the commission recommends a new suite of expert resources to teach the multiple, nuanced stories that make Britain the country it is today.

Linking the story of different ethnic groups – from the Indian war effort against fascism to the Bristol bus boycott – to a unifying sense of Britishness will bring about a stronger sense of belonging

English schools, yet their exclusion rate is less than half. It is therefore unfair to say there is a simple bias against black pupils. As the Timpson review stated, it's clearly more complex.

Children can only spend a finite time in school even with an extended day. Unlike other reports on race, ours takes family seriously and provides a new vocabulary to understand its role in life chances. Schools cannot emulate the nurture and care family networks provide. Where family breakdown is more prevalent, the need for support from either extended family or community groups is even greater.

This is an area with the most acute disparities. A black Caribbean child is ten times more likely to grow up in a lone-parent household than an Indian child. So we are calling on government to review the support on offer to families and to work with the new Children's Commissioner to ensure more children get the support they need outside the classroom too.

Today, the commission is taking these recommendations and more to the prime minister directly. They are a golden opportunity to build on the remarkable ethnic minority success story in our schools and write a new, inclusive chapter in our national story.

to this country. We believe this is a unifying vision as inspiring in Barnsley's classrooms as it will be in Brixton's.

Children, of course, must be in classrooms to benefit from such a vision. Exclusions are never far from the headlines. But too often the commission saw a willingness to use exclusion data to tell a story of white teachers targeting black pupils which is not borne out by the evidence. \*

Based on the latest data, the temporary exclusion rate is lower for black pupils than it is for white pupils. Black African pupils are less likely to be temporarily excluded compared with white British pupils. They outnumber their black Caribbean peers three to one in



# Opinion

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**SIR JON COLES**  
Chief executive,  
United Learning

## The question is why MATs are so small, not why they're so big

**By almost any measure, multi-academy trusts are small organisations. Yet their benefits are many and accrue with size, writes Jon Coles**

In these pages last week, National Governance Association CEO Emma Knights promoted her organisation's latest MATs Moving Forward report by suggesting we are "moving towards a system dominated by larger MATs" and that this requires careful scrutiny. In truth, the vast majority of trusts are small, and this is substantially out of line with other parts of the public sector.

There are currently 1,195 academy trusts with two or more schools. These account for only 8,000 of a national total of some 21,000 state schools. Knights referred to a suggestion by Lord Agnew that the right size for a MAT might be between 10 and 20 schools, but of the 1,195, only 169 (incorporating 2,000 schools) are even that size. Most are smaller. More than 4,000 schools belong to one of 974 trusts with two to nine schools. Just four per cent belong to one of the 21 trusts with more than 30 schools – hardly dominance.

Even the biggest MATs are not big organisations by the standards of other sectors. United Learning is currently the biggest. Our income is about £550 million and we employ some 9,000 people. On those measures, we're dwarfed by any number of UK companies. Unilever has an income 100 times greater

and employs 20 times as many people. BP's income is three times greater than that.

But you don't need to look to the private sector. Most acute NHS trusts are bigger. The biggest are four times our size. Most Russell Group universities too. Several are two or three times our size. Meanwhile, despite academisation, the largest local authorities still spend more just on schools than our entire budget.

So much for Knights' premise, but her criticisms, too, are wide of the mark. She's wrong to say boards don't have responsibility beyond their own trust. Trusts like ours, whose objectives include advancing education in England, are the only



actors who do have a formal duty to consider children and schools outside their direct governance structure.

More than just "thinking of the sustainability of the national system", we do something about it. We train teachers for schools outside our group, support leaders and governors to develop their trusts and support schools and

closely together. But they will also benefit from expertise from the centre and a much wider network of close colleagues, giving them instant access to ideas and practice from the other side of the country.

Then there are tangible benefits. We acquired 24,000 Chromebooks for pupils during lockdown (almost one for every two pupils) and will put a further £3 million from reserves into catch-up provision over the coming 12 months. We don't have more income than others or secret financial management strategies – but we do have greater economies of scale.

And, of course, that wider capacity. A fully resourced curriculum with lesson-by-lesson materials available to all teachers to use as they choose. A team of subject advisers supporting teachers. A full programme of CPD. A company secretary who takes the tough bits of compliance off schools' hands. A professional health and safety lead supporting schools to risk assess well and stay safe in a global pandemic. Safeguarding leads and internal auditors, technologists, an HR team. The list goes on.

It's what a trust should be. And to offer that support requires scale. So perhaps we shouldn't be asking why trusts are getting bigger, but why they aren't even bigger still.

**“ Even the biggest MATS are not big organisations ”**

trusts with their use of technology. Over lockdown, we wrote guidance on re-opening on behalf of government, provided 3,000 lessons for Oak National Academy and ran webinars on online learning at the DfE's request.

Why? Not because we're better or more altruistic than anyone else, but because we can. Our scale gives us the capacity to do it.

And is being part of a large trust a scary and impersonal experience as Knights implies? Hardly. You really don't need to sit around the table with every other head in the group to have a valuable collaborative experience. Those who sit down with their regional director will know each other well and work

# Opinion: future of the classroom

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## PROFESSOR ROSE LUCKIN

Director, EDUCATE Ventures and professor of learner-centred design, UCL Knowledge Lab

### Ensuring edtech's success depends on demystifying AI

**We can only prevent more 'mutant algorithms' with a framework for the ethical use of AI in education, writes Rose Luckin**

Last summer's 'mutant algorithm' fiasco is an object lesson in how emerging technologies such as artificial intelligence (AI) can become the subject of myths and misinformation. It's no wonder they can often feel quite frightening to educators.

When Sir Anthony Seldon, Priya Lakhani and I created the Institute for Ethical AI in Education (IEAIED) back in 2018, we sought to remove some of this trepidation. Our aim was to encourage the safe and ethical use of AI in education.

Last week, we published the culmination of our work, and with the sharp rise in the use of technology precipitated by Covid, it could not be more timely. Our final report and framework are designed to help heads and teachers make informed choices and maximise the potential of AI in all educational settings.

And that potential is huge. AI's benefits include cutting teacher workload and improving assessment. Yet many educators still lack the knowledge and

understanding they need to ensure the AI products they purchase enhance teaching and learning safely. By improving this knowledge and raising expectations, we can drive more ethical development of AI-based edtech for the benefit of teachers and students.

The framework we've published draws on insights gathered from

**“AI can become the subject of myths and misinformation**

a series of roundtables organised by the IEAIED last year – which included the views of young people – and from last November's Global Summit on the Ethics of AI in Education.

It sets out a number of principles, as well as actions that educational settings should take to fulfil them. They should demand and expect that suppliers will help them to fulfil these principles:

- First, the evidence should lead the technology. AI should be used to achieve well-defined educational goals based on strong societal, educational or scientific evidence that it is for the benefit of learners.
- Next, AI should be used to assess



and recognise a broad range of learners' aptitudes (including, for example, metacognition), not just those measured by formal assessments and exams.

- Learners' social and emotional needs should not be sacrificed for efficiency. AI should increase the capacity of educational institutions whilst respecting human relationships.
- AI systems should promote

equity between different groups of learners and aim to improve social mobility.

- AI should be used to increase the control learners have over their learning and development. For example, it should enable learners to see how well they are progressing across a range of metrics, including non-traditional measures, such as motivation and self-regulation.
- A balance should be struck between privacy and the legitimate use of data for achieving well-defined and desirable educational goals. It is vital that learners' rights to privacy and anonymity are protected, but this should

not hamper algorithms from learning and improving through processing appropriately anonymised and stored data.

- Humans are ultimately responsible for educational outcomes and should therefore have an appropriate level of oversight of how AI systems operate. Teachers should feel confident to ask suppliers to explain to them clearly what the AI is doing and why.
- Learners and educators should have a reasonable understanding of artificial intelligence and its implications. They should expect resources to assist with this from suppliers of AI packages.
- AI resources should be designed by people who understand the impacts of the technology.

AI can and should enhance the social skills and wellbeing of learners as well as their traditional outcomes. Likewise, it can and should assist effective teaching and learning without undermining the role of educators in the process.

AI is here now, and it is here to stay. It can bring enormous benefits to education, such as supporting each learner in ways that are best suited to their individual needs.

But to reap its benefits, we must help educators feel more comfortable to embrace it and more confident to demand high-quality, ethical AI products and services from suppliers.

The IEAIED framework exists to empower educators and to inform suppliers about what they need to be able to provide their educational customers. By adhering to its principles, we can improve educational outcomes while keeping schools and students safe from any more 'mutants'.

# Opinion: future of the classroom

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SAMER AL MOUBAYED

CEO, Furhat Robotics

## The real revolution in edtech is yet to come

**Computers are essential. Algorithms are the norm. But the true potential of the edtech revolution is in robotics, writes Samer Al Moubayed**

We never did get the robotic housemaid the TV show *Tomorrow's World* promised us in 1966. Nevertheless, robots have gradually been integrating themselves into our lives, and one of the areas where they are demonstrating their potential is in education.

The sector needs to innovate. This means more than just keeping students engaged; it means using the tools available to educate in new ways. Covid has demonstrated how essential computers have become to modern teaching, but robots are poised to take education on another major leap forward.

Automation is always accompanied by a fear that humanity is being sidelined or replaced, but the goal is actually to augment it. This is where social robots like the ones we are developing come in – robots with human-like expressions and advanced conversational capabilities enabled by advanced AI.

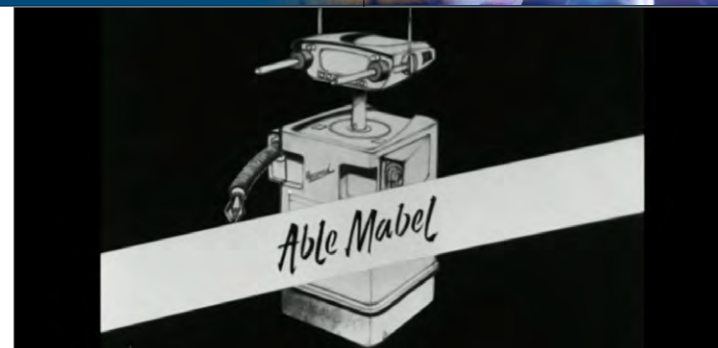
One of the many ways these social robots can use these conversational

abilities is in the teaching of languages, acting as a perfectly patient partner to teach and practise new languages and reinforce new skills. Thanks to the continued advances in language recognition software from companies like Google and Microsoft, databases exist to practise almost any language in an organic way, with

robots acting as teaching assistants with which students can engage.

They can also act as interactive story tellers with one-to-one or a classroom-sized audiences. The ability to engage through gestures, facial animation and different voices offers a potential alternative to teachers filling this role in times where their skills are often better spent planning and assessing students' progress. We piloted this in Stockholm with great success.

Then there is the potential to use robots to teach that most hot-button of subjects - coding. As the world becomes more digital, it becomes all the more important for the next generation to understand how these systems are created and how they



function. They may not all go on to create such systems themselves, but many will and those who don't will still need to understand how they will affect their lives.

Our Stockholm pilot showed that giving children the chance to program a social robot in real time (albeit in a simplified way) is more than a great learning opportunity for coding, though. It also opens them up to recognising what an important role social machines

**“A tutor for every student is impossible but robots will soon fill that gap**

will play in our day-to-day life, and that we all can be part of deciding exactly what role that will be.

Ultimately, robots can be used to support teaching in a potentially endless range of topics, given enough data and time to program. But why would teachers opt to use a robot over the now established classroom computers? The answer is the medium itself. Social behaviours are beneficial for learning. Users show increased learning gains when interacting with physically embodied systems over virtual agents, even a video representation of the same robot.

As investment in the National Tutoring Programme to recover from Covid disruptions

demonstrates one-on-one human tutors still provide the gold standard of educational experience. But the idea of a tutor for every student is an impossible dream, and social robots have the potential to fill the gap, especially when it comes to shorter, well-defined learning goals. They also come with the inbuilt advantage of being able to compile data for analysis over periods of time, revealing opportunities for tweaks and adjustments to adapt to challenges.

Social robots are not in any position to replace human teachers. The technology isn't there and it never needs to be. But social robotics is a growing field with the potential to become a huge resource for educators wanting to inject a more personalised approach to education at scale. Technology like this may never replace the all-important human component in education, but it can help alleviate the pressure on students who could benefit from a tutor but who don't qualify for NTP intervention.

With forward-thinking investment, there is a huge opportunity to bring tailored learning experiences back into the classroom and to provide the next generation with a fuller educational experience. Regardless of pandemics or other disruptions, we'd never need to speak of 'catch-up' again.



## Reviews

## BOOK REVIEW



## Let's Hear It from the Boys: What Boys Really Think about School and How to Help Them Succeed

**Author:** Gary Wilson

**Publisher:** Bloomsbury Education

**Reviewer:** Stella Jones, Director, Town End Associate Research School

This book did for me what all effective CPD should: it invigorated and motivated me, challenged me and caused me deep contemplation. Though it speaks mainly from a secondary stance, it is equally valuable and relevant across phases, and it inspired me to make immediate changes for the boys in my settings. More than that, Wilson equipped me with tools and actionable exercises to start implementing meaningful and lasting change.

The gender achievement gap has been on the national radar for a long time, yet this problem has almost become white noise and simply accepted. And it's not just a UK problem: Wilson argues girls outperform boys at nearly every stage of education across the developed world. In England, 76 per cent of permanently excluded young people are boys and 96 per cent of the prison population is male. This is a problem for society, not just schools.

Wilson is clear that his book is not an academic treatise but rather an account of a three-part journey. In part one, we learn his own school experiences as a white working-class boy – a group with one of the widest achievement gaps – and his ensuing dedication to closing that gap. Part two offers the perspectives of the boys he has listened to throughout his career, and part three ties it all together.

At 180 pages, this is a short book. Yet it took me ages to read! Each sub-heading explores an idea or issue, which concludes with a 'THINK' or 'ACT' box, inviting the reader to consider some

difficult and uncomfortable questions in light of their practice. This caused me to reflect deeply. I even found myself having conversations with myself (out loud) as light after light was switched on. Not a quick read then, but an enlightening one.

The ACT boxes provide tangible and actionable takeaways – things to try, do or discuss with colleagues, children and other stakeholders. Wilson even shares useful and useable resources such as letters to parents, case studies, checklists and action research suggestions. All great starting points for those wishing to embark on their own journey to tackle the gender gap in their settings.

Part two, 'What Boys Really Think About...', was especially poignant. I was surprised and heartened by the boys' rational perceptions and realistic insight into a range of factors that influence their learning, including discipline, good teaching, reading and writing. Wilson then uses academic research to add weight and credibility to the boys' views.

Part three, which further explores potential solutions, is inevitably more speculative. Lots more research is explored, but at times it feels like it runs the risk of cherry-picking the evidence to support the narrative. However, though Wilson's interpretation of the evidence may make some leaps, it nevertheless leads to questions we all ought to be exploring.

For example, he mentions setting as a topic many boys "have lots to say about, whether they're in the bottom, middle or top sets". He then cites EEF research demonstrating that, on average, "setting or streaming... is unlikely to boost

learning for all pupils". He concludes that "disadvantaged pupils are likely to do relatively worse when in sets organised by attainment".

Whether these disadvantaged pupils are the under-achieving white working-class boys who are the focus of Wilson's book, the question he raises is a valid one: why aren't we listening more to the boys?

With the media awash, following the death of Sarah Everard, with stories about women's concerns for their safety, it feels like there's an opportunity for real change. This made the book even more pertinent for me, and its words more resonant.

Wilson asserts from the outset that we live in a sexist society, and that the only way this can change is by "developing a caring masculinity" through education. For the benefit of boys and girls alike, it seems to me now that boys' education needs to be on our agenda. *Let's Hear It from the Boys* has undoubtedly put it on mine, and Wilson's previous book is already winging its way to me to keep it there.



# Reviews



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

@Penny\_Ten

## Talking Race podcast

@ResearchCRED

This podcast series was co-created by Leeds Beckett University's Dr Daniel Kilvington and Professor Vini Lander, who hope to inspire positive change by offering an honest, informed discussion around race. The episode I have chosen, *Race and Children's Literature*, examines the absence of race in children's books.

Guest interviewer Dr Emily Zobel Marshall, talks with Darren Chetty and Lisa Stephenson about the reasons why Black, Asian and minority ethnic children think stories are about white people and why only a tiny minority of books for primary children feature Black or Asian characters or protagonists. They discuss the positive role played by the Story Makers project in addressing this absence.

## The Guardian Children's Books podcast

@guardian

This is quite an old podcast series, which features all sorts of authors talking about their work, including favourites like Michael Rosen, John Agard and R.J. Palacio, author of *Wonder*. I have chosen an



episode from 2015. In this one, on the tenth anniversary of her first book, *I Coriander*, author Sally Gardner talks to 17-year-old Patrick, who read the book aged seven.

They talk about writing historical novels, the power of fairy tales, Sally Gardner's dyslexia and why the school system needs a big shake-up. She critiques how the school system judges us at such an early age in a way that marks us for life. She also talks about the power of diversity, eccentricity and imagination, which should, in her opinion, be nurtured by teachers and not crushed.

## The Children's Book podcast

@ChildrensBkPod

This podcast series features insightful and sincere interviews with authors, illustrators and everyone involved in taking a book from drawing board to bookshelf. There's a massive selection to choose from, and each episode will open your eyes to some incredible picture books, stories, young adult novels and more.

With all the talk about post-pandemic catch-up and summer schools, the episode that caught my eye features author, KA Holt discussing his book *BenBee and the Teacher Griefer*. KA's first book in *The Kids Under the Stairs* series introduces readers to Ben B., Ben Y., Javier and Jordan, four children forced to take a summer school class in order to improve their scores on the state assessment.

This book is a story about learning how

to exist together and also about learning how not to censor yourself. The author pours a lot of heart into bringing readers close to a group of kids who many teachers will be familiar with – the ones that don't get "seen" often enough in schools – and the way they fight to be seen day after day, even when they might not feel like they are. Powerful stuff.

## CLPE podcast

@clpe1

The Centre for Literacy in Primary Education (CLPE) is a brilliant charity dedicated to helping schools develop literacy learning that transforms lives. CLPE started a podcast series called *Words for the World* this academic year.

In the first (and only, so far) episode, the hosts are joined by children's book author and illustrator Oliver Jeffers, for an insight into his work, and to discuss the #CLPE *Words for the World* social campaign. The enthusiasm, knowledge and depth of discussion are really engaging.

## In the Reading Corner podcast

@imaginecentre

In the Reading Corner describes itself as a podcast for anyone interested in children's books and reading. For teachers especially, there is much to discover here about topical issues, latest children's books, writing processes and authors' inspirations.

The specific episode I've chosen considers the issues around diversity and reading children's books. Farrah Serroukh from the aforementioned CLPE talks about why this is a hot topic and suggests ways teachers and librarians can work to achieve wider representation in book collections.

Also in the episode, Dr Alice Curry explains why she decided to set up her own publishing company; Zana Fraillon talks to Nikki Gamble about her Amnesty award-winning book *The Bone Sparrow*; and Caroline Bradley reviews *Town by the Sea*.

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# Research

Our guest researchers this week are Hui Lu and Peter Burge.  
Contact them @RANDEurope with questions or comments

## Which factors affecting retention matter most to teachers?

**Hui Lu, Senior Analyst and Peter Burge, Operations Director, RAND Europe**

**M**aintaining an adequate supply of teachers is a challenge and an area of significant concern. Of the teachers who qualified in 2014, only 67.4 per cent remained in service after five years, according to a School Workforce in England (2020) report.

The House of Commons stated that the number of secondary school teachers has been falling since 2010 and the number of teachers leaving for reasons other than retirement has been increasing since 2012. These dwindling numbers become more concerning given the fact that the number of pupils is rising, and is expected to keep rising in the future, and the number of teachers being trained is insufficient. The combination of these factors has placed increased pressure on teacher supply.

Previous evidence shows that pay is deemed to be one of the most important factors influencing a teacher's decision to stay in a role, together with the workload and flexibility of working hours. However, up until now, no study has measured the relative importance of the different factors that could influence teacher retention or quantified the impact that changes to these factors could have. For example, just knowing that 'pay' is abstractly considered important (or even most important) is not as helpful as insight into different levels of change in pay.

To help fill this gap a RAND Europe study used an innovative economics technique, known as a discrete choice experiment (DCE) to better understand teacher retention. The



study was conducted between August 2019 and June 2020, although the survey fieldwork took place before the Covid-19 pandemic. It involved surveying 2,210 state school teachers in England who were broadly nationally representative of the teacher population, and covered a wide range of school types, school roles and contract types from the full spectrum of the pay scale.

In the DCE, teachers were asked questions about a series of hypothetical scenarios with teacher job options, described by pay, rewards and other employment characteristics. The information provided from the DCE was supplemented with other background information collected in the survey.

From the choices teachers made we were able to quantify what attributes were valued and prioritised most, and what trade-offs teachers were willing to make.

We found pay and rewards are important retention factors. But non-financial aspects can also compensate for (and in some cases may be more effective than) increases in pay.

Teachers would be willing to trade higher pay/ rewards for other

benefits, such as working in supportive environments with fewer challenges from pupil behaviour.

The most influential non-financial employment characteristic was teaching environment, reflected by pupil behaviour in classes. For instance, moving from a situation where "poor behaviour is rarely a serious problem" to a role where "poor behaviour from a few students significantly disrupts most lessons" would on average require an increase of 26.2 per cent in annual pay to compensate.

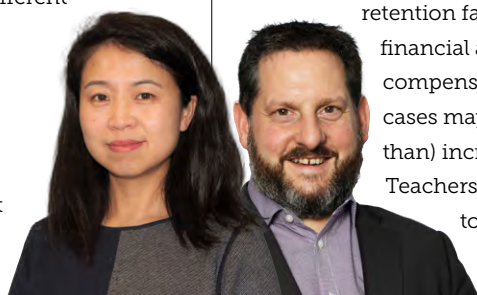
This confirms research by the Department of Education and Ofsted that shows poor behaviour leads to higher workloads and reduced wellbeing levels and negatively affects teacher retention. But it's the first research that quantifies that effect.

Supporting the DfE's policy response of the past few years, the DCE also showed that teachers value workload reduction and investment in their professional development. They value flexibility and access to part-time arrangements, and they prefer situations where they receive support from school leadership and peers.

However, contrary to the reported likely effect of the proposal to raise starting salaries, teachers also prefer larger pay scale steps, and a quicker rate of progression when their performance is rated as excellent.

Our results were used to test out a series of policy scenarios to measure the relative effectiveness of different policy interventions. These show that policies seeking to improve retention rates are most likely to succeed if they are multi-faceted.

Therefore, rather than a one-size-fits-all approach, a set of interventions developed to target the preferences and expectations of specific groups of teachers is likely to be most effective.





# WEEK IN WESTMINSTER

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

## FRIDAY

Schools have been told that the government will pay for appeals against teacher grades this summer. The Department for Education begrudgingly did so last year too, but only after many negative headlines.

Are ministers finally learning that changing policy proactively rather than being dragged kicking and screaming into a U-turn is a better way to go?

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Some light relief from Covid goings-on with the DfE's new music curriculum, spearheaded and lauded by traditionalist-in-chief Nick Gibb.

We can already see the influence the schools minister had on the new curriculum, advising eight-year-olds listen to *Wonderwall* by Oasis, while year 6 kids should be bopping away to *Say My Name* by Destiny's Child.

While Gibbo might bang on in public about the importance of Mozart and Tchaikovsky, we always knew he had a little soft spot for Beyoncé.



Destiny's Child

## MONDAY

News reaches us today that Gavin Williamson will be the first education secretary to address the NASUWT conference in five years.

But it turns out he's only hard enough to do a pre-record, rather than speak live. Nicky Morgan, the last education secretary to speak at the event, was mocked in 2016 when she claimed education was "in better shape" than it had been five years before.

## TUESDAY

The government has bunged more dosh to Oak National Academy. It's been given an additional £630,000 to support education recovery by developing free online resources for pupils to use over the holidays. Gibb said this would "provide support to pupils who have missed important curriculum content" and can be used by summer holiday clubs too.

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Despite digging its heels in for weeks, the government has changed direction on Covid testing in schools. The accuracy of the rapid tests were causing concern, sending pupils found positive home to self-isolate and check their result with the gold-standard PCR tests.

However, the government insisted tests taken in school didn't need a confirmatory PCR test. So any pupils that didn't have covid (possibly because of a false positive from the rapid test) were forced to stay off school. Their close contacts had to

stay at home too. Some were sent home just days after returning to the classroom after months in lockdown.

The government has now given up its resistance and said that tests taken in school should have a confirmatory PCR. Alas, it's too late for the many pupils who have already missed more school because of the "illogical" policy.

## WEDNESDAY

LOL that the DfE has to big up how important Williamson's job is to attract new employees.

A job advert for a "senior media officer – education recovery" points out that the successful candidate will have to "quickly win the trust of and work closely with ... the secretary of state for education – who the public think has one of the five most important jobs in government".

Don't worry Gav, we think your job is super-duper important too and we would definitely put you in our top five cabinet ministers.

## THURSDAY

More evidence emerges to show ministers definitely knew diddly squat about last year's grade fiasco until it blew up after results day.

Newly published records show that four of the 11 meetings Gibb held before A-level results day in August were about exams.

In another sign of what an absolute shitshow the government presided over last year, Gibb held another 12 meetings that month, all to discuss exams after A-level results day. Oh well, at least this year it is all sorted. Gulp.

## HEADTEACHER ASHTON PARK SCHOOL



**Required for September 2021**

**Salary Scale: L32 to L38, £90,379 - £104,687**

**Contract: Permanent**

An exciting opportunity for an established strategic leader who has the skills, knowledge, experience and commitment to continue the transformation journey at Ashton Park School. You can make a tangible difference to young people in South Bristol, in an environment where learning is at the heart of all we do. Implementing quality first teaching is central to our students' success.

Ashton Park is an inclusive, oversubscribed school, committed to providing all our students with an exciting and challenging education where learning, achievement and enjoyment are key. We are proud to host a specialist Resource Base for students with Speech, Language and Communication Needs who are fully integrated into the life of the school. We have 1200 students on roll - 1079 students in Years 7-11 and a further 129 in sixth form. Our school is set on the outskirts of Bristol, in the beautiful grounds of Ashton Park within walking distance of the city centre.

Are you:

- Highly ambitious for every child, whatever their background and abilities
- Able to remove barriers to learning so every child can excel
- Able to inspire, motivate and empower others to deliver the highest quality education

If this sounds like an opportunity for you, please visit our website or the Trust website for further information and details of how to apply.

**Visits to the school: 22nd or 23rd April 2021**

**Closing date for applications:**

**Midday on Thursday 29th April 2021**

We are an Equal Opportunities employer in line with the 2010 Equalities Act. We are committed to advancing equal opportunities for all and eliminating discrimination on any basis, so that equality, diversity and inclusion (EDI) underpin all we do. An enhanced DBS check is required for the successful applicant.



## HEADTEACHER MALMESBURY SCHOOL L31-36 (£88,187 - £99,681)



Do you want to lead our Happy, Caring and Excellent School at an exciting time?

Are you an aspiring Headteacher looking for your first Headship in a growing Trust of successful schools?

The Trustees of the Athelstan Trust wish to appoint an excellent teacher and school leader to the post of Headteacher at Malmesbury School from September 2021.

The Athelstan Trust is a Multi-Academy Trust formed in 2015 consisting of five secondary schools (Malmesbury School, Bradon Forest School, The Dean Academy, Sir William Romney's School and Chipping Sodbury School) in Wiltshire, Gloucestershire and South Gloucestershire. Our schools share a deep commitment to delivering an excellent comprehensive education to all the Trust's students. Malmesbury School is a successful and growing 11-18 school with approximately 1,400 students on roll in the attractive town of Malmesbury, surrounded by stunning Wiltshire countryside with easy access to the M4. We enjoy excellent modern facilities.

This is a very exciting time to be joining the Trust where we all work together to raise standards in all our schools. This post offers a talented and ambitious school leader a wonderful opportunity to work in a supportive Trust that is committed to high quality professional development for its staff.

Please feel free to contact [admin@theathelstantrust.org](mailto:admin@theathelstantrust.org) for an informal conversation with Tim Gilson CEO.

**Closing Date: 12 noon on 21 April 2021—Interviews on 29 & 30 April 2021.**

Please send an application form and a letter of application, no more than two sides of A4, outlining how your skills and experience make you a suitable candidate for this post. An application pack is available on the school's website.

**Further information:**

Jo Cummings Athelstan Trust - Company Secretary

[admin@theathelstantrust.org](mailto:admin@theathelstantrust.org)

Malmesbury School, Corn Gastons, Malmesbury SN16 0DF

**Caring, collaborative and excellent**

A charitable company limited by guarantee, registered in England & Wales, as The Athelstan Trust, Company No: 7699625



# Head of Centre

## BACKGROUND TO INCLUSIVE EDUCATION TRUST (IET)

IET is yet to become a Multi Academy Trust and is still currently a federation of Pupil Referral Units based in Surrey. The three schools making up the Federation have academy orders to convert to a MAT and aim to complete the process by May 2021.

The three schools in the Federation all currently have an Outstanding judgement from Ofsted and pride themselves in always being child centered with all strategic decisions only made if it will in some way benefit the young people of Surrey.

- Reigate Valley College (RVC) is a 5-16 school that has permanently excluded students as well as providing interventions and outreach and serves the SE of Surrey
- Wey Valley College (WVC) is a 5-16 school that has permanently excluded students as well as providing interventions and

outreach and serves the SW of Surrey

- The Fordway Centre is a 5-11 primary school that has permanently excluded students as well as providing interventions and outreach and serves the NW and NE of Surrey

The post is not dependent on the conversion to a Multi Academy Trust.

### Duties will include:

- Please see attached Job Description

### If you have the following, we would love to hear from you:

- Appropriate qualifications
- Ability to lead and manage staff, including performance management
- Excellent interpersonal and communication skills

- Ability to work as part of a wider team

### We can offer you:

- A friendly and well-motivated staff team who work collaboratively
- A generous salary package and a range of benefits
- Fabulous but challenging pupils!
- Opportunities to work and train across the Trust

Interviews will be held during the week commencing 26th April 2021.

For further details, please contact Amy Smith, Director of Education – [asmith@wvc.surrey.sch.uk](mailto:asmith@wvc.surrey.sch.uk) or David Euridge, Executive Headteacher – [david.euridge@rvc.surrey.sch.uk](mailto:david.euridge@rvc.surrey.sch.uk)



## Vice Principal (Outcomes)

Wymondham High Academy, Wymondham, Norfolk  
L20-L24

We are looking to appoint a Vice Principal to join the Academy, one of the highest performing schools in the region. This VP role is pivotal in the development of the Academy as part of the Enrich Learning Trust and becomes available because of the promotion to Headship of the current postholder, an example of the quality of the senior team at Wymondham High.

The Academy is increasingly popular within the local community, having increased the number of pupils on roll by over 200 in the last 3 years. The appointment of a Vice Principal - Outcomes will support our next step of development. The successful applicant will have a wide remit in terms of strategic leadership and management, fundamental to their role will be delivering our curriculum and outcomes strategies, supported by a team of Assistant Principals



## HEAD OF SCIENCE FACULTY

MPS (Outer London) + TLR 1C (£13,518)

We are looking to appoint a dynamic and outstanding practitioner to lead our successful Science Faculty from September 2021. The successful candidate will have the ability to embrace the inclusive culture and ethos of the school. A strong commitment to raising achievement and standards is required, along with an informed and creative approach to the curriculum delivery and the use of new technologies to support learning in the full range of courses including large cohorts at A Level and BTEC Level 3.

Continuing professional development for our Middle Leaders is at the core of everything we do and you would be joining an organisation which would offer numerous career developments to Senior Leadership and beyond.

**Closing Date: Noon, Saturday 17 April 2021**

**Interviews: To be confirmed**

**Start date: September 2021**





**Bacup & Rawtenstall  
Grammar School**

## Deputy Headteacher

**Required for September 2021**  
**Salary Scale: L22-26**

We are seeking to appoint an outstanding candidate to the full time, permanent post of Deputy Headteacher.

As the sole Deputy in this large, academically successful and oversubscribed 11-18 grammar school, you will have a critical role in supporting the Headmaster in the strategic leadership and day to day management of the school. This is an exciting opportunity for an outstanding teacher and leader to take on a significant and wide-ranging whole school responsibility; this post offers outstanding preparation for headship.

Bacup and Rawtenstall Grammar school is situated in the Rossendale Valley, within easy reach of Manchester and the Yorkshire Dales.

The successful candidate will have specific responsibility for the safeguarding, pastoral care and welfare of students and staff.

Further details and application form available on the school website  
<https://www.brgs.org.uk/job-vacancies/deputy-headteacher>



## Head of School Ham Dingle Primary School

Ham Dingle Primary School is part of United Learning. A happy, lively, forward thinking school that secures good outcomes for its pupils, by offering the very best education, care and services to its children and families.

Our developing West Midlands cluster comprises Timbertree Academy, Corngreaves and Ham Dingle Schools, all three being led by an Executive Headteacher. Our cluster model enables high quality, bespoke school improvement and wider opportunities to work collaboratively.

This is an excellent opportunity for a leader looking to combine the running of their own school with the benefit of working closely with an Executive Headteacher as well as within a developing cluster and as part of a national group. You will demonstrate a clear commitment to the school and its communities, with professionalism, expertise and enthusiasm for education.

**Closing Date: 18/04/2021**

**Interview: 30/04/2021 (and also a school visit prior to this date)**

**Start date: September 2021**

**Apply Here**

## Pathway Lead for Languages, Communications & Arts (specialising in English)



**Do you share our determination to give the most vulnerable children and young people the best chances to succeed and thrive in the future?**

Are you a dedicated, committed and experienced teacher and leader, who can inspire and deliver the very best learning opportunities to our students?

We are seeking a Pathway Lead to develop and manage a cluster of subject specialisms, including English at Olive AP Academy - Thurrock and with the potential of working in our Havering academy as well in the future. We are an alternative provision academy which has up to 96 students aged between 11 and 16 on roll at any one time. Our staff support young people who have been placed at the academy for a period of intervention work following a permanent exclusion from a mainstream school. The academy also supports young people with medical needs.

Just 40 minutes from central London by train, Olive AP Academy - Thurrock is based in Tilbury. Our brand new purpose built building opened to staff and students in summer 2017 and has specialist teaching and activity rooms, a hair and beauty studio, outdoor gym, art room and science lab.

**Please download an application pack to find out more about the role.**

**Salary:** Leadership 1 - 5 Fringe £43,356 - £47,737

**Hours:** Full time

**Contract:** Permanent

**Start date:** 1 September 2021 (or earlier)

**Location:** Olive AP Academy - Thurrock, Tilbury, with potential of working in our Havering academy

**Closing date for receipt of applications:**

**Monday 19 April 2021 (noon).**

**Interviews to be held at Olive AP Academy - Thurrock in Tilbury on 22 or 23 April 2021.**

Please email your completed OA application form and equalities monitoring form to [susie.tyler@oliveacademies.org.uk](mailto:susie.tyler@oliveacademies.org.uk). Please note we cannot accept CVs.



Newfriars College is passionately committed to harnessing the potential of every student. Do you believe everyone deserves a rich, rewarding and stimulating education? Do you believe that College has a critical role in transforming learning and enriching the lives of students and their families? Would you like to be part of something energetic, innovative and empowering?

Two exciting opportunities have arisen for a Talented Director of Education and Student Experience and a Talented Curriculum Manager of PMLD and SLD provision to join our College.

We are seeking to appoint highly motivated, enthusiastic people who are committed to achieving excellence and ensuring every student succeeds. It is imperative that you have high expectations, ambition, a love of challenge and a determination to make a difference to the lives of our fantastic students.

Application packs from: [morag.dunster@newfriarscollege.org.uk](mailto:morag.dunster@newfriarscollege.org.uk)

Completed applications to be returned by e-mail to [rob.millington@newfriarscollege.org.uk](mailto:rob.millington@newfriarscollege.org.uk)

Closing date: **8th April 2021**



**Deputy Headteacher**  
for Pinn River School

**Salary:** L11 – L16; £57,436 – £64,514 per annum

**Contract:** Permanent, Full – Time

**Start Date:** September 2021

The Trustees of the Eden Academy Trust are looking to appoint a Deputy Headteacher for Pinn River School. The position offers a unique opportunity to play a senior role in the Trust's Free School Project which will culminate in the building of two new special schools over the next three years.

Prior to the opening of the Pinn River School, the new Deputy Head will have a vital role to play in the development of the school, supporting the temporary relocation of Grangewood to the Grand Union Village site and the bringing together of Grangewood and Sunshine House Schools into a new single school.

To find out more about this exciting opportunity, please view our full-page advert [here](#).

**Closing Date:** Monday 19th April at noon

**Interviews:** Tuesday 27th April 2021



For further information and to apply please visit <https://careers.cranmereducationtrust.com/vacancies>

## Strategic Director of Teacher Training and Development

GBP £62,570 – £69,031 per year

We want to appoint a knowledgeable, skilled and experienced professional to lead both our Initial Teacher Training arm, Manchester Nexus, and the Teaching Hub for Oldham and Tameside, based at The Blue Coat School, Oldham.

S/he will be committed to driving and shaping the quality of teacher training and professional development to achieve the best provision for children and young people, and will be steeped in the curricula for initial and early career development, with significant experience and understanding of the development of NPQs.

S/he will be a strategic thinker and planner, able to inspire and empower others through a clear and compelling vision for developing the profession, and an effective manager and communicator who can operationalise the planning, working collaboratively and astutely with colleagues across the region and the system.

This post is subject to an enhanced Disclosure & Barring Service check.

**Closing date for applications:** 9am, 14th April 2021

**Interview date:** 22nd and 23rd April 2021



# HEADTEACHER

Full Time, Permanent, Required for September 2021

Salary L17 - L 23

£62,570 - £72, 497

We are looking for an inspirational Headteacher to join our vibrant and bustling school filled with incredible children. We would like a strong leader and team player who will build on the existing strengths of the school and support us on the next steps of our journey. If you think you can be our exceptional candidate, we can't wait to meet you.

## We need from you

- A love of teaching and learning
- A passion for developing your team
- Strong, innovative and strategic leadership and management
- A strong commitment to achieving success through partnership and teamwork
- A strong commitment to the values of the school and the Trust
- Excellent interpersonal and communication skills
- Drive, ambition and high expectations
- A commitment to ensuring our children achieve their biggest and bravest ambitions

## We can offer you

- Engaged, happy, well-behaved and well-motivated children – we guarantee you will fall in love with them.
- A dedicated, enthusiastic staff team committed to our school and our children and who will support you every step of the way
- High levels of Trust and Governor support – you won't be in this alone when you join the BDAT family of schools
- A welcoming, friendly and vibrant school
- A career in a forward thinking Trust

Visits to the school are welcomed and encouraged but are by appointment only. We are so proud of our school, we want you to have the chance to visit and see it for yourself. It will convince you so much more than any advert can.

Please contact Jilly Geering (PA to the Director of Primary Education) to arrange your visit via email: [recruitment@bdac-academies.org](mailto:recruitment@bdac-academies.org)

Timeline				
<b>Closing date:</b>	Monday 12th April 2021 at 9am		<b>Tour dates:</b>	
<b>Shortlisting:</b>	Tuesday 13th April 2021		Wednesday 24th March 2021	
<b>Interview: Day 1</b>	Monday 19th April 2021		Thursday 25th March 2021	
<b>Interview: Day 2</b>	Tuesday 20th April 2021		Friday 26th March 2021	

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

This post is subject to an enhanced criminal records check via the Disclosure and Barring Service (DBS). Please see our Safeguarding and Child Protection policy on the BDAT website [www.bdac-academies.org/bdac-business/bdac-policies/](http://www.bdac-academies.org/bdac-business/bdac-policies/)

For the Full Job Description and Application Form please visit

<https://www.bdac-academies.org/employer-of-choice/vacancies/>



**JOB TITLE:** HEAD OF SCHOOL

**LOCATION:** SHENSTONE SCHOOL

**SALARY / SALARY RANGE:** L19-L24

**CLOSING DATE:** 30/04/2021

**INTERVIEW DATE:** WEEK COMMENCING 17/05/2021

**START DATE:** 01/09/2021



**SHENSTONE  
SCHOOL**



As the Head of School you will work alongside the Executive Head Teacher, Senior Leadership Team, Governing Board, TKAT Trust and staff to develop the shared vision and strategic plan, which serves to inspire and motivate pupils and all other members of the school community. You will lead on teaching and learning and help to ensure that we consistently offer an environment which enables each child to achieve their full potential through the provision of quality teaching and learning at our specialist school setting.

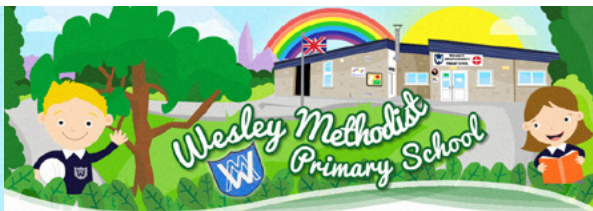
Shenstone School is a special school for pupils who have severe and/or complex learning difficulties within the London Borough of Bexley. Shenstone School is located on two sites, Sidcup (for younger pupils) and Crayford (for older pupils). We work hard to ensure that Shenstone is a safe, happy, welcoming and truly outstanding place for our pupils to thrive. Our school benefits

from impressive facilities across the two sites, enabling us to offer a wide range of opportunities and activities for learning both inside and outside the classroom.

For more information about the role please email [admin@shenstone-tkat.org](mailto:admin@shenstone-tkat.org)/phone the office on **0208 302 1743** and request a virtual meeting or COVID risk assessed face to face meeting with the Executive Head Teacher.

#### Professional qualifications required –

- Is a qualified teacher with QTS
- Experience of senior leadership in a school (NPQSL/ NPQH)
- Evidence of relevant CPD
- **Experience in a special school setting is essential**



### Headteacher

Wesley Methodist Primary School, Bury

Wesley Methodist Primary School is a school with a strong community, and it encourages all of our pupils to shine like stars.

This is an exciting opportunity for an exceptional and inspirational leader who has the aspiration, integrity and ability to help shape the next phase of the Wesley Methodist Primary School's journey.

The ideal candidate will be a professional with a track record of successful leadership and a commitment to ensuring that our school continues to be a happy and thriving environment where young people can flourish.

Working alongside a supportive senior leadership team,

committed Governors, and a strong Trust with aspiration and integrity, our new headteacher will promote excellence, equality and have high expectations of all pupils within a strong Christian ethos.

To find out more, please visit: [www.joinwesley.co.uk](http://www.joinwesley.co.uk)

Key dates:

- **Closing date:** 12 April 2021 at 12:00pm
- **Shortlisting:** 14 April
- **Final interview:** w/c 26 April

For an informal discussion about the school or for more information on the Epworth Education Trust, please contact Mrs Julie-Ann Hewitt, CEO, [ceo@epworthtrust.org.uk](mailto:ceo@epworthtrust.org.uk)



Vacancy

## Director of Learning and Development

#### Pay Range:

L26-L31 (£76,141- £88,187)

**Contract:** Permanent, Full-time

**Start date:** 1st September 2021

The role of Director of Learning and Development is a hugely significant one for the Trust as this role will directly support the Executive Director of School Improvement to develop and implement the Trust's school improvement model and associated curriculum framework.

In addition to an impressive track record of school improvement, you will have superb leadership skills and the credibility to motivate and empower others. You will have a clear vision for how coordinated professional development at all levels can support the achievement of improvement in teaching quality and improved pupil outcomes across all Trust schools.

Contact **James Hill** (Executive Director of School Improvement) on **07725 984363** for informal conversation.

Information Pack can be downloaded from [www.drbignitemat.org](http://www.drbignitemat.org)

Email applications to [rhawkins@drbignitemat.org](mailto:rhawkins@drbignitemat.org)

**Closing Date:**  
Friday 16th April 2021

**Interviews:** TBC





# Chief Finance and Business Officer

An exciting opportunity has arisen to join our successful and ambitious Trust, due to retirement of the current postholder following a long and successful career. We would like to recruit an outstanding individual who can share the Trust's ambition and aspirations. The successful candidate will ideally know how schools operate and will have the ability to further develop the financial systems across the Trust, working closely with the Executive Team to support the operational and strategic objectives of Connect.

Reporting to the CEO, the CFBO is responsible for overseeing the successful and highly effective delivery of financial and business management across the Trust, leading a highly efficient service. In addition, the CFBO will help shape the strategic development of the Trust and add value at the Trust board level. The post-holder will play a leading role operationally across the organisation and manage all commercial decision making and third-party negotiations, delivering high quality outcomes. Ideally, you will have also managed financial and business strategies, as well as experience of leading a team in a fast-paced environment.

Working alongside senior leaders, you will ideally be ACCA/CCAB/AAT4 qualified, although this is not essential and have experience of working with school/Trust budgets. In addition, you will take a keen interest in the financial viability of projects and advising as necessary to all levels of leadership and Trustees. If you are a solution focussed, ambitious person, who likes the mix of both hands on and strategic challenges, then this could be the role for you. The key priority is to find the right person for the post who will help shape the future direction of the Trust.

## The CFBO role includes:

- Exciting opportunity to support the development of the central structure and systems
- Overseeing all financial management and reporting
- Overseeing HR, Estates Management, Health and Safety and other Trust Business
- Completing all DfE and ESFA returns on time
- Working closely with the Trustees, CEO, Trust ELT and Trust SLT

Salary Range £43857 - £54956, depending on experience, skills and qualifications. This is a full time, permanent position, based at Leigham Primary School, although frequent visits to other schools and meetings will be required.

If this sounds like a position you could thrive in, then we would love to hear from you! If you are keen to find out more, then please contact us via [admin@connectacademytrust.co.uk](mailto:admin@connectacademytrust.co.uk) to arrange for an informal discussion and hopefully the opportunity to look around our schools, bearing in mind the current national lockdown we are in.

The deadline for applications is **Monday 19th April (midday)** with interviews planned for Tuesday 27/4/21, to be confirmed. All applications must be submitted using the Connect application form that is available here, and emailed to [admin@connectacademytrust.co.uk](mailto:admin@connectacademytrust.co.uk). CVs or similar will not be considered. Anticipated start date: June to September 2021, depending on experience and availability. Actual start date and induction programme to be agreed.

*Connect is fully committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced DBS criminal record check.*



# BTEC AWARDS 2021

## Celebrate your BTEC school leavers

Do you know a learner who has gone above and beyond this year? Do you want to recognise their consistent hard work and achievements?

Nominate them for a BTEC Award today!

Enter your stars at

**[btec.co.uk/awards](https://btec.co.uk/awards)**

