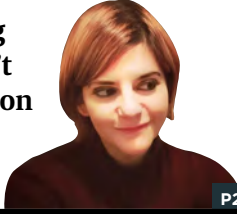


'Exam mitigations look disruption squarely in the eye'



Page 20

Why measuring exclusions won't improve inclusion



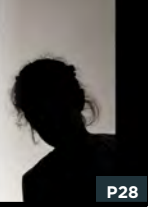
P22

Lessons from a CEO's return to the classroom



P24

Do 'ghost children' exist, and what can we do about them?



P28

CALL THIS LEVELLING UP?



EXCLUSIVE, PAGES 4-8

'Investment area' schools lose £19m repairs cash

- DfE sneaks out capital cash cut as ministers promise to level up
- No new money for 'investment areas' – 60% of poor kids miss out
- New academy intervention would reach just 155 'stuck' schools
- Local authorities already opposing proposed 'elite' sixths form



Celebrate your School Community on a National Stage

teachingawards.com/schoolsweek

ENTRY DEADLINE
4TH MARCH

One month to go til deadline

SCHOOLS WEEK

Meet the news team



John Dickens
EDITOR

@JOHNDICKENSSW
JOHN.DICKENS@SCHOOLSWEEK.CO.UK



JL Dutaut
COMMISSIONING
EDITOR

@DUTAUT
JEAN-LOUISDUTAUT@LSECT.COM



Jess Staufenberg
COMMISSIONING
EDITOR

@STAUFENBERGJ
JESS.STAUFGENBERG@SCHOOLSWEEK.CO.UK



Freddie Whittaker
DEPUTY EDITOR

@FCDWHITTAKER
FREDDIE.WHITTAKER@SCHOOLSWEEK.CO.UK



Samantha Booth
SENIOR REPORTER

@SAMANTHAJBOTH
SAMANTHA.BOOTH@SCHOOLSWEEK.CO.UK



James Carr
SENIOR REPORTER

@JAMESCARR_93
JAMES.CARR@LSECT.COM



Tom Belger
SENIOR REPORTER

@TOM_BELGER
TOM.BELGER@SCHOOLSWEEK.CO.UK



Nicky Phillips
HEAD DESIGNER

@GELVETICA
NICKY.PHILLIPS@FEWEEK.CO.UK



Shane Mann
MANAGING DIRECTOR

@SHANERMANN
SHANE.MANN@LSECT.COM

THE TEAM | Senior designer: Simon Kay | Sales Manager: Bridget Stockdale | Senior Sales Executive: Clare Halliday | Operations and Finance Manager: Victoria Boyle
Event Manager: Frances Ogefero Dell | Senior Administrator: Evie Hayes | Office Administrator - Apprentice: Zoe Tuffin

EDU WEEK JOBS



SSAT - EFA MENTOR - £350 PER DAY

[HTTPS://HTTPSLINK.COM/DWA](https://httpslink.com/dwa)



BRADFORD DIOCESAN ACADEMIES TRUST - DIRECTOR OF TEACHING AND LEARNING (PRIMARY) - L10 (£52,723) - L20 (£67,364)

[HTTPS://HTTPSLINK.COM/9TSY](https://httpslink.com/9TSY)



NEW WAVE FEDERATION - HEADTEACHER AND DEPUTY HEADTEACHER - COMPETITIVE

[HTTPS://HTTPSLINK.COM/QU5K](https://httpslink.com/QU5K)



THE PIXL CLUB - PRIMARY ASSOCIATE - £46,000 (FULL TIME EQUIVALENT)

[HTTPS://HTTPSLINK.COM/ZMB9](https://httpslink.com/ZMB9)



EXCEED LEARNING PARTNERSHIP - DIRECTOR OF EDUCATION - L28 - L32

[HTTPS://HTTPSLINK.COM/CE9F](https://httpslink.com/CE9F)



Long read: The battle for the future of Catholic schools

Pages 14-15



Schools minister: 'Talent is everywhere, opportunity is not'

Page 25



Sexual abuse: Supporting teachers to manage incidents

Page 21



Catholic conversion: Ours is not to judge but help

Page 23

Disclaimer:
Schools Week is owned and published by Lsect Ltd. The views expressed within the publication are those of the authors named, and are not necessarily those of Schools Week, Lsect Ltd or any of its employees. While we try to ensure that the information we provide is correct, mistakes do occur and we cannot guarantee the accuracy of our material. The design of the digital newspaper and of the website is copyright of Lsect Ltd and material from the newspaper should not be reproduced without prior permission.

If you wish to reproduce an article from either the digital paper or the website, both the article's author and Schools Week must be referenced (to not do so, would be an infringement on copyright).

Lsect Ltd is not responsible for the content of any external internet sites linked to. Please address any complaints to the editor. Email: John.Dickens@Schoolsweek.co.uk with Error/Concern in the subject line. Please include the page number and story headline, and explain what the problem is.

ADVERTISE WITH US

If you are interested in placing a product or job advert in a future edition please click on the 'advertise' link at the top of the page on schoolsweek.co.uk or contact:

E: advertising@schoolsweek.co.uk
T: 020 81234 778 or [click here](#)

SCHOOLS WEEK IS PROUD TO BE A MEMBER OF



LEARNING & SKILLS EVENTS,
CONSULTANCY AND TRAINING LTD
C/O MINDSPACE, 9 APPOLD STREET, LONDON
EC2A 2AP
T: 020 8123 4778
E: NEWS@SCHOOLSWEEK.CO.UK

LEVELLING UP

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

No new funding for 'national mission' to raise standards

FREDDIE WHITTAKER

@FCDWHITTAKER

The government has pledged to level up education with a "national mission" to ensure that 90 per cent of children leave primary school by 2030 with the expected standard in reading, writing and maths.

Sixty-five per cent of pupils met all three standards in 2019.

The mission is set out in a 332-page white paper, published this week by the Department for Levelling Up, Housing and Communities, run by Michael Gove, a former education secretary.

It contains a mixture of new and already announced policies – but importantly comes with no new funding.

1 Fifty-five "education investment areas"

The government has pledged targeted support for schools in new education investment areas (EIAs) – including teacher retention payments and attendance programmes.

The areas are those with the lowest outcomes at the end of key stages 2 and 4, based on results between 2017 and 2019. See more on page 5

2 Specialist 16 to 19 free schools

The DfE will encourage bids to run new 16 to 19 free schools, with priority given to EIAs.

The government said the new schools will be modelled on existing institutions such as Harris Westminster Academy in London and Sir Isaac Newton Sixth Form in Norwich.

3 Consultation on RI schools joining MATs

There will be a consultation on moving schools with "successive" 'requires improvement' ratings into academy trusts. Gavin Williamson first announced this last year.

The former education secretary had announced plans for schools with three "requires improvement" ratings facing intervention, but the white paper says only "successive". See more on page 5

**4 UK National Academy to "stretch" pupils**

A new UK National Academy will "support pupils from all backgrounds and areas to succeed at the very highest levels" by ensuring "geography or income is no barrier to being academically stretched beyond the curriculum".

Developed with "schools and experts" and taught by a "diverse range" of expert teachers, the free academy will be "made available online to support the work of schools".

Ministers will also look at rolling it out across Scotland, Wales and Northern Ireland – where education policy is devolved.

It sounds a lot like the Oak National Academy, funded by the government during the pandemic to aid with learning during lockdowns.

Plans are being finalised to nationalise Oak as an arms-length body. An Oak spokesperson said it was "in touch with government about its ambitions".

5 Schools to publish mandatory food statements

The government will encourage schools to complete a statement on their websites setting out their "whole school approach to food". It will become mandatory "when schools can do this effectively".

6 £5m for new cooking curriculum

Ministers pledged "up to £5 million" for a "school cooking revolution", including new curriculum content and bursaries for teacher training and leadership.

Up to £200,000 will also fund a training pilot for governors and academy trusts on a "whole school approach to food".

The government will aim for every child leaving secondary school "to know at least six basic recipes that will support healthy living into adulthood".

7 Pilot to inspect school food standards

A new joint project between the Department for Education and the Food Standards Agency will "test a new approach for local authorities in assuring and supporting compliance with school food standards".

Participating councils include Blackpool, Lincolnshire, Plymouth and Nottingham. Pilots will go live in September.

8 Careers reform and DofE for all

The white paper commits to funding a "reformed" National Citizen Service for the next three years.

As previously announced, ministers will also ensure the Duke of Edinburgh award scheme is offered to every state secondary school. They also want to see the number of cadets in the 500 units in England's schools increase to 60,000 by 2024.

9 "Clear vision of schools in strong MATs"

Ministers are working on a schools white paper that is expected to address schools structures.

This week's document states the paper will "set out a clear vision for a system in which schools are in strong MATs that are able to drive improvement for all their pupils".

The DfE "will take a place-focused approach, working with local partners to build strong trusts".

Schools Week previously revealed the government was considering allowing councils to run multi-academy trusts.

LEVELLING UP

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

Two negative ratings and you're in a trust ...

FREDDIE WHITTAKER

@FCDWHITTAKER

Just 155 schools are likely to be affected by a plan to move long-term underperformers into multi-academy trusts.

Ministers this week reaffirmed their commitment to consult on moving schools with successive 'requires improvement' or 'inadequate' ratings into "strong" trusts. The policy will be focused on the Department for Education's new "education investment areas".

However, analysis published this week shows just 155 affected schools are not currently in trusts (0.7 per cent).

The plan to move underperforming schools was announced last year. The DfE initially said it aimed to target schools with three successive grades that were less than 'good'.

But this week's levelling-up white paper refers only to schools with successive negative ratings. The DfE said its plans would be subject to consultation in the "coming weeks".

However, even if the policy applies to those with two negative ratings in a row, a low number of



Nadhim Zahawi

schools will be affected, according to analysis by Education Datalab.

Just 1,215 schools of about 22,000 nationally have been rated less than 'good' in their two most recent inspections. Of those, only 612 are in education investment areas, where this policy is due to be implemented.

However, most of those schools are already in multi-academy trusts. Just 135 are currently not in any trust, while a further 20 are standalone academies.

Researchers Natasha Plaister and Dave

Thomson said the measure was "only likely to affect a small number of schools".

There are also no details on how "strong" trusts will be identified. A discussion paper by the Confederation of School Trusts this week described them as having expert governance, focusing on quality of education, being efficient with workforce resilience and wellbeing.

The proposal by the government has been likened to the 2015 "coasting" schools policy, which was ditched in favour of a lighter-touch school improvement offer.

Paul Whiteman, from the National Association of Head Teachers, said the government "appears to have once again reached for simplistic solutions linked to structures and targets. Pointing at the problem is not the same as solving it."

But Nadhim Zahawi, the education secretary, said the plans in the white paper would help to create a level playing field and boost the economy, locally and nationally.

The government said education was at the "heart" of its levelling up reforms to give "every child and adult the skills they need to fulfil their potential, no matter where they live".

FREDDIE WHITTAKER | @FCDWHITTAKER

Most poorer pupils won't get 'investment area' help

Most disadvantaged pupils and those falling behind at school won't benefit from support under the government's new "education investment areas".

Teacher retention payments, academy trust expansion and new 16 to 19 free schools will be targeted at the 55 areas under plans set out in the "levelling-up" white paper.

The Department for Education said the areas were selected based on outcomes at key stages 2 and 4. But no new funding has been announced to back the policy.

EIAs, which cover about a third of council areas, account for 39 per cent of pupils eligible for free school meals nationally and 38 per cent of those not meeting the expected standard at the end of primary school.

Some of the most deprived areas in England are excluded, including Birmingham, Hull

and the London boroughs of Barking and Dagenham and Hackney.

Dr Sam Baars, the deputy chief executive of the Centre for Education and Youth, said the new EIAs were a "badly targeted, inefficient bit of area-based policymaking".

He said most disadvantaged pupils and those who did not do well at the end of key stages 2 and 4 "don't go to school" in the areas and "won't benefit from this policy".

Geoff Barton, the general secretary of the ASCL school leadership union, also warned about "unintended consequences".

"Obviously, if you improve pay in some geographical areas, but not in others, there is a danger of drawing teachers away from areas that do not qualify for extra support."

Natalie Perera, the chief executive of the Education Policy Institute, said it was "crucial"

that poverty in London was not overlooked.

The announcement has also prompted speculation that the areas are being set up as a successor to the DfE's flagship opportunity areas policy.

The 12 opportunity areas, now in their fifth year, have received £90 million in funding for school improvement, and teacher recruitment and retention.

But Sir Alan Wood, a former council official who has led several government reviews into children's services, said the new policy had the "same flaws" as previous education action zones and education improvement areas. He cited issues such as "top-down imposition, modest additional resources, a failure to attract additional teachers and an obsession with targets".

LEVELLING UP

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

Education investment areas: Where are they?

The government has this week unveiled 55 new education investment areas. Some of the regions also fall under opportunity Area programmes or have been identified for improvement support. So here's it all maps out...

The new education investment areas

NORTH WEST

Blackpool*
Bolton
Bury
Halton
Knowsley
Liverpool**
Manchester
Oldham*
Rochdale
Salford
Sefton**
St Helens
Stoke-on-Trent*
Tameside
Wirral

NORTH EAST

County Durham**
Darlington
Hartlepool
Middlesbrough
South Tyneside
Sunderland

YORKSHIRE AND THE HUMBER

Bradford*
Doncaster*
Kirklees
Leeds
North Yorkshire*
Rotherham
Wakefield

WEST MIDLANDS

Coventry
Dudley
Sandwell
Walsall

EAST MIDLANDS

Derby*
Derbyshire
Lincolnshire
North Northamptonshire
Nottingham
Nottinghamshire**

EAST OF ENGLAND

Bedford
Cambridgeshire*
Central Bedfordshire
Luton
Norfolk*
Peterborough
Suffolk*

SOUTH EAST

East Sussex*
Isle of Wight
Portsmouth

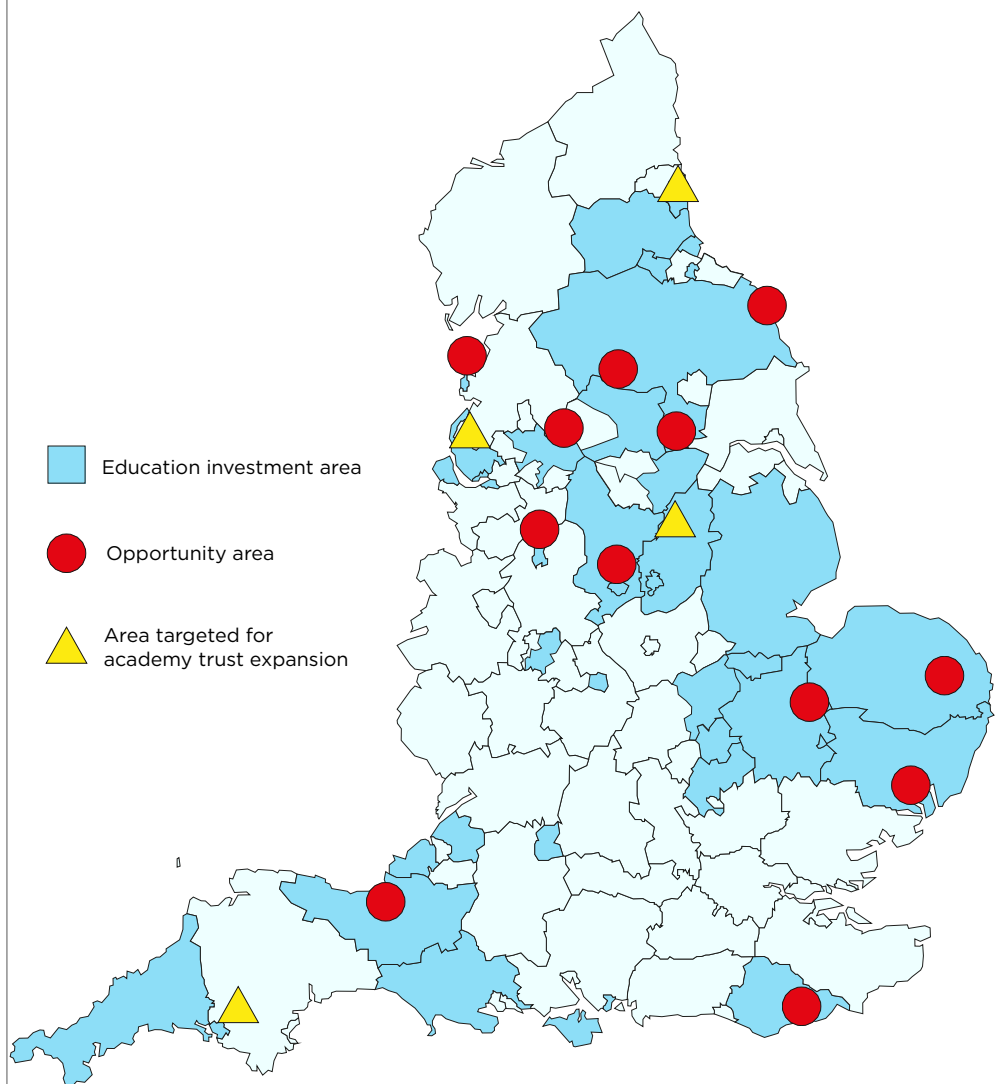
SOUTH WEST

Cornwall
Dorset
North Somerset
Plymouth**
Somerset*
South Gloucestershire
Swindon

* Part of an existing opportunity area

** Part of an area receiving extra school improvement support

Levelling up? The areas with extra government support



North West schools are most likely to fall under new 'education investment areas'. The region has double the number of EIAs (15) compared to the next nearest regions. Yorkshire and the Humber, East of England and the South West all have seven. London has none, while the South East has just three.

LEVELLING UP

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

'Elite' sixth forms: Will they work?

FREDDIE WHITTAKER

@FCDWHITTAKER

New "elite" sixth forms must not become "cuckoos in the nest" which damage local education "ecosystems", heads of existing selective institutions have warned.

But leaders believe their model can be replicated, providing plans take account of existing provision in local areas.

However, councils in boroughs earmarked for new 16-to-19 institutions are already opposing the plans, called for better funding of existing sixth forms.

What is being proposed?

In its levelling up white paper, the government said it would encourage new bids for more 16-to-19 free schools, particularly in 55 boroughs with "weak" school outcomes identified as "education investment areas".

The Department for Education previously described the new schools as "elite", but there was no mention of them being highly selective in the white paper.

They will "ensure talented children from disadvantaged backgrounds have access to the highest standard of education this country offers".

Ministers last year backed a joint bid by Eton College and Star Academies to sponsor three selective sixth forms in the north and Midlands.

There are currently 29 sixth form free schools, ten of which are in London and a further seven in big cities. A further eight are in the pre-opening phase, most of which are specialist maths schools.

Replicating sixths form 'challenging'

Harris Westminster Academy requires entrants to sit an exam and attend an interview, but prioritises free school meals children in admissions.

Principal James Handscombe admitted replicating the model outside London could be a "challenge".

"I think that you could successfully with thought and energy transfer this to any decent-sized city. I think I am much less sure that it will work in a town."

The City of London Academies Trust runs the highly selective Newham Collegiate Sixth Form. It will also launch a new "collegiate" group of sixth forms this year, with pupils able to choose



Eton College

between selective providers or those with lower admission requirements.

Trust chief executive Mark Emmerson told Schools Week a similar "pathway arrangement" in metropolitan areas of the north "might be a really good way of avoiding the elite institutions taking children from the other schools, which is a potential problem".

But he warned new sixth forms must not be "cuckoos in the nest", adding that it was "really quite important that that borough-wide knowledge in the local area is brought into the discussion".

Handscombe said the success of such schemes would "depend on the population and what's there already, because one of the big challenges is not damaging the existing infrastructure and ecosystem".

Councils already opposing

Analysis by Schools Week's sister paper FE Week shows there are already 1,414 sixth forms and colleges in the 55 education investment areas. Of those, 303 teach fewer than 200 students, the DfE's benchmark for a financially viable sixth form.

Councillors, officials and college leaders have already questioned plans for new provision.

Kate Groucutt, St Helens' cabinet member for education, said the announcement would not address the underfunding of sixth forms.

Luton councillor Aslam Khan said his area

already had "enough and a good breadth of" nine school sixth forms and colleges that "just need to be funded better".

Cambridgeshire County Council, which has 55 school sixth forms and colleges, said its recent review of post-16 providers "showed there is sufficient provision for our five-year planning period".

Darren Hankey, the principal of Hartlepool College, said a new sixth form was the "last thing Hartlepool needs on top of an FE college, a sixth form college, two school sixth forms, a specialist sixth form, and at least five private providers".

Don't 'hive off' a few pupils

Academic selection at 11 is contentious, and although most sixth forms select to some degree, some prominent institutions have been criticised in recent years for kicking out pupils in year 12.

Tom Richmond, a former DfE adviser and founder of the EDSK think tank, said: "I think it's rather sad that any government would decide that the best way to lift up a neglected part of the country is to hive off a tiny number of pupils for 'special treatment' while everyone else falls further behind."

Education secretary Nadhim Zahawi said the white paper "sets out our blueprint for putting skills, schools and families at the heart of levelling up", and "focuses on putting great schools in every part of the country".

NEWS

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

'Investment area' schools have £19m of repairs cash cut

TOM BELGER

@TOM_BELGER

EXCLUSIVE

SAMANTHA BOOTH

@SAMANTHAJBOTH

The government has quietly slashed tens of millions for fixing crumbling classrooms in "left behind" areas – in the same week it promised to level up the country.

More than 100 large academy trusts, councils and dioceses will be left £55 million worse off in a shake-up of School Condition Allocations (SCA) grants.

Councils affected include eight of the new 55 'education investment areas' targeted for extra support on Tuesday under "levelling up" plans – North Yorkshire, Norfolk, Bedford, Stoke, Rotherham, Halton, Swindon and Plymouth. They stand to lose £5.4 million.

Meanwhile, 44 trusts and dioceses with more than 500 schools in these areas stand to lose £13.3 million.

Julia Harnden, funding specialist at the Association of School and College Leaders, said the changes are of "significant concern. Leaders plan well in advance for building work to take place and some may have to now revise these or dig into already under-pressure budgets to fully fund the work they have scheduled."

SCA funding is a routine annual grant for capital repairs and projects for councils and large multi-academy trusts, voluntary-aided bodies and sixth-form colleges.

Schools were informed of the change – for cash covering the financial year starting in just



two months – in a letter on Monday from the Department for Education's central capital unit.

The DfE has revised its SCA funding so it "more accurately reflects condition need, and is simpler and easier to understand". This includes using data from more recent school building surveys and more up-to-date pupil numbers.

The reforms came into effect in 2021-22, but many affected organisations will have barely noticed as the DfE provided "transition protection" top-ups worth £55.8 million to ensure no one lost out.

But the letter reveals how this top-up funding will be gradually tapered off each year.

DfE has said it will cap losses at 25 per cent of current income in 2022-23, though it still means the worst-affected council, Enfield, overall losing almost £2.5 million next year. It did not respond to request for comment.

Cuts will ramp up year-by-year until all the protection cash has gone by 2025.

A document explaining last year's allocations stated only that the "protection amount may be reduced in future years", and gave the example of this being triggered if a school moved to a different responsible body.

Schools Week analysis of official figures shows 118 bodies overall will now lose the transition cash.

Jon Chaloner, chief executive of GLF Schools, said his trust has work planned based on previous years' allocations. The trust will lose £239,548 of funding.

"It's disappointing that such a cut has been communicated late in our planning cycle," Chaloner said. "It is a significant sum to lose. Another significant sum."

The five biggest trust losers include Academy Transformation Trust, ARK Schools and Tudor Grange, which received £7.8 million between them last year.

The DfE letter stated they have "sought to balance the need for stability in the allocations of responsible bodies affected with the need to focus our available resources on the most severe condition need in the system".

It also adds the "intent is for the reduction in funding needed to support transition protections to be recycled back into overall condition funding".

But Chaloner said he "continues to believe that a decade-long agreed investment programme in education, in the classroom and estates, is essential."

The government's own building survey found the school estate needs £11.4 billion of investment to get it up to scratch.

A spokesperson for school leaders' union NAHT said: "We need a far more ambitious programme of capital investment from government for schools to be able to deliver the education that the current generation of pupils need and deserve."

The DfE did not respond to request for comment.

SAMANTHA BOOTH | @SAMANTHAJBOTH

DfE changes how rebuilding projects are selected

Academy trusts and councils will be able to nominate schools for future rounds of the government's ten-year rebuilding programme and submit evidence to back up their case.

The government will also select "up to" 300 projects at the same time in the next phase, giving schools clarity. This is instead of announcing 50 school rebuilds a year.

The first 100 of 500 rebuilding projects were based on the government's condition data collection (CDC) survey.

But the DfE said that in future rounds, "responsible bodies" – councils for

maintained schools and trusts for academies – will be asked to express an interest on behalf of schools "with the greatest condition need".

The DfE's prioritisation for this group will be "largely informed by consistent data" from the condition data collection.

But there will also be an "opportunity for responsible bodies to submit professional evidence of severe need not captured by CDC, such as structural and other issues, which could cause imminent closure of a building".

The DfE has also confirmed it will continue to prioritise schools with "higher intensity

needs" rather than schools with the "greatest volume of need" across the site.

The department said it intends to conduct "at least two" further selection rounds.

One will be held this year for the "majority" of the remaining projects, while some places will be reserved and announced "at a later date".

Selected schools will be informed they have provisionally got a place on the programme. But projects will still only be started at a rate of 50 per year.

A consultation on the changes is open until March 3.

NEWS



Register of home-educated children waits for funds

SAMANTHA BOOTH
@SAMANTHAJBOTH

Plans for a compulsory register of children educated at home hang on ministers securing extra funding, with key details also still to be "worked through".

The Department for Education has finally published its response to a 2019 consultation, pledging it will introduce a register of children not in school.

Councils will also have a new duty to provide support for those children.

But the consultation response admits the roll-out is "subject to securing the necessary resources".

Ministers have repeatedly committed to a register. Despite the delay in response, the consultation still lacks details on the data required from parents and what sanctions will be taken if they ignore the rules.

It states while sanctions for non-compliance are favoured, "the specifics ... are to be worked through".

The Association of Directors of Children's Services estimates that 115,542 pupils were electively home educated (EHE) at some point during the 2020-21 academic year, up from 86,335 in 2019-20.

Baroness Barran, the academies minister, said councils had to be able to identify such children to "assure themselves about the education being provided".

The DfE wants local authorities to maintain a list of children not registered at schools, which it says will help to safeguard some home-educated children who need support, but are not visible to services.

The DfE will tell councils what data to collect and will be "empowered" to share it with "specified agencies where necessary", such as a safeguarding concern.

Local authorities would be open to inspection by these agencies, such as Ofsted, and would need to submit the anonymous data to the DfE for statistical purposes.

While 96 per cent of responding local authorities agree with the proposal, 82 per cent of parents and young people oppose it. Under the plans councils will have to provide support to families who request it.

Parents will also have a duty to tell the council their child is not at a registered school.

Opponents say the plans are an "intrusive attack on parents' rights" and "wasteful of resources".

But the DfE says it will not be "onerous on parents nor an intrusion on their right to educate".

Proprietors of specified settings providing a "substantial amount" of education to home-educated children or children missing education within school hours also face a duty to supply data.

The aim is to find children receiving education at illegal schools.

Last year, MPs said there was an "astonishing" lack of data on the number of children educated at home, and called for councils to have more powers to check on their progress and welfare.

A landmark High Court ruling also found that a council is within its rights to ask for examples of work to ensure a child's home education is suitable.

Review calls for end to 'high-stake' exams

SAMANTHA BOOTH
@SAMANTHAJBOTH

Students should be tested "when ready" rather than made to sit "cliff-edge" exams, a review into qualifications has said.

The Independent Assessment Commission (IAC), funded by the National Education Union (NEU), this week released an 80-page report on the future of assessment and qualifications in England.

It is one of five ongoing reviews as organisations look to reshape the exams system following the pandemic disruption.

The IAC says its evidence suggests qualifications are "inequitable and unreliable" and do not provide young people with skills to "thrive" in the 21st century.

Its ten recommendations say alternatives to high-stake exams should be trialled.

One solution would be to allow students "opportunities to demonstrate achievements when ready" between the ages of 14 to 19.

Commission chair Louise Hayward, professor of educational assessment at the University of Glasgow, said England needed qualifications that offered a "range of experiences that are closer to what happens in real life", such as open book tests or projects that brought subjects together.

Geoff Barton, the general secretary of school leaders' union ASCL, said the idea was "good in theory".

"But the difficulty is that a large number of pupils move on to colleges and training at the age of 16 rather than going on to a sixth form at their secondary school.

"It is exceptionally difficult to plan and coordinate pathways across different institutions over the course of several years and establish an appropriate and manageable qualifications system to match."

A Department for Education spokesperson said exams were the "best and fairest" way to test pupils and ensure they left school or college "prepared for the workplace and higher study".

An Ofqual spokesperson said it welcomed "all initiatives to improve understanding of assessment". But its immediate focus was the return of exams this summer.

AWARDS ARE OPEN FOR ENTRY

PEARSON
NATIONAL
TEACHING
AWARDS



Celebrate and Recognise the Achievements of your School Community

The Pearson National Teaching Awards are open to everybody, working in schools and colleges across the UK to recognise the unsung heroes in your community. Being nominated has a huge impact, not just on the winner, but on the wider community.

- **15 categories** covering primary, secondary and FE - both individual and team awards
- Celebrations on BBC The One Show, at an awards ceremony, in school and throughout the whole year

teachingawards.com/schoolsweek

Of course the Awards are not purely about individuals or groups of teachers. They are, most importantly, about celebrating and recognising the achievements of whole school communities.

Gold Lifetime Achievement Winner

I cannot stress how much of a positive experience this award has been, not only for me but for the whole school community.

Gold Winner

Headline sponsor

Sponsors



Entry deadline: 4th March

@TeachingAwards

@TheTeachingAwards

@TeachingAwards

@the-teaching-awards

NEWS

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

Ofsted swoops after brawl in school canteen on TikTok

JAMES CARR

@JAMESCARR_93

INVESTIGATES

Ofsted has conducted an emergency inspection of England's biggest free school after a video showing a brawl between five students in the canteen was circulated on social media.

Northampton International Academy (NIA) received an unannounced visit on Monday that focused on behaviour and safeguarding. It followed complaints from many parents and was later upgraded to a full, graded section 5 inspection led by a team that included four HMI.

The visit poses serious questions for Ofsted, which rated NIA's safeguarding as "effective" in June, despite finding "serious failings" the year before.

It also further exposes the effects of social media videos. One TikTok account *Schools Week* came across gets thousands of views by posting fights in schools.

The school said the incident did "not represent" its community, while Ofsted said its previous decision reflected "findings at the time".

Video captures bullying attack

The video, filmed on January 24, appears to show three female pupils punching, scratching and pulling the hair of two other female pupils during an attack in the canteen.

Staff can be seen struggling to keep the attackers separate from the victims, while hundreds of pupils cheer on the attackers.

Parents of the victims told *The Northampton Chronicle* and *Echo* the video had been shared across Instagram, TikTok and Facebook. Northamptonshire Police is investigating.

An NIA spokesperson said the incident had been investigated and "appropriate support, sanctions, and restorative actions have been undertaken".

But Tom Bennett, the government behaviour tsar, said that a school in which pupils felt they could "kick off en-masse in front of teachers and supervisors ... needs to think carefully and deeply about how it communicates what is and isn't acceptable".

**Safeguarding concerns return**

The school said it had "robust policies around behaviour that are followed when required".

However, an Ofsted monitoring visit in December 2020 found vulnerable pupils at the free school were put at risk because stretched staff had "too many responsibilities" to carry out safeguarding duties.

A follow-up visit in June ruled it effective after leaders "restructured staffing to increase the capacity for safeguarding".

But it noted NIA failed to take effective action to maintain high standards of behaviour and attitudes.

Pupils said staff did not deal with bullying "swiftly enough" and they sometimes had to raise concerns a second time "in order to be taken seriously".

An Ofsted spokesperson said reports reflected "findings at the time of inspection" and it "may decide to inspect a school earlier than the next scheduled inspection", depending on concerns raised.

NIA, which has a 2,300-pupil capacity, currently has 1,821 on roll.

Social media dilemma for schools

A *Schools Week* investigation in November revealed how teachers have been targeted in TikTok posts.

School leaders struggled to get videos removed, despite unfounded sexual misconduct allegations and homophobic slurs.

Freedom of information (FOI) responses from 18 police forces revealed 68 incidents of teacher-targeted TikTok abuse were reported in November, compared with one in October.

Schools Week found four fake accounts set up in NIA's name, including one called "nia_fights" that had 1,026 followers. This account has now been removed.

NIA said unauthorised social media accounts created by students was a national problem. It would welcome any measures taken by social media companies to address it.

Geoff Barton, the general secretary of the school leaders' union ASCL, said posting school fights online was "another unfortunate feature of the digital age". Schools then had to deal with the aftermath as well as the incident, he said.

A TikTok account called "highschoolfights19" that showed fights in UK schools had more than 1,000 views. The "schoolfightsmessy" account, which showcased brawls in many countries, had more than 200,000 views.

TikTok claimed it did "not tolerate violence on our platform and have removed the videos in question".

Between April and June, the company removed more than 81 million videos – 95 per cent of them before they were reported.

Meta, which controls Facebook and Instagram, said a team of 40,000 people worked on user's safety and security.

COVID

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

Ministers told to beef up waning vaccination rates

JAMES CARR

@JAMESCARR_93

Vaccination rates for 12 to 15-year-olds are well below their peak despite extra cash to boost rollout, with calls for ministers to “redouble their efforts” to drive-up rates..

Almost 33,000 pupils got their first jab on October 20 last year. However, daily rates for the seven days up to January 30 averaged just 3,500.

The Labour Party is demanding the government “redouble their efforts”, but new figures suggest factors such as ethnicity and class are key drivers behind uptake.

Data also shows that the roll-out of second doses is picking up pace (see graph below).

All secondary schools have been offered on-site vaccinations and most have been visited or have a visit planned.

But almost half (46 per cent) of 12 to 15-year-olds are yet to get their first jab.

Young people who test positive for Covid must wait 12 weeks before vaccination – meaning hundreds of thousands of pupils could still be waiting to become eligible.

The NHS announced yesterday it is now planning a “mop-up programme” to visit schools and inoculate pupils who were unable to get vaccinated previously.

Poorer pupils least likely to get jabbed

The Office for National Statistics (ONS) this week revealed poorer pupils are “much less likely to be vaccinated”.

It found that just over a third of pupils (36.1 per cent) had been vaccinated in the most deprived areas of England.

This is about half the rate of pupils in the least deprived areas, where 70.3 per cent have had the jab.

Schools where more than half their intake are eligible for free school meals had an average vaccination rate of 29.2 per cent, compared with 73.2 per cent for schools with the least FSM pupils.

Stephen Morgan, the shadow schools minister, warned that vaccinations were “key to keeping children in class learning together” and the government “must redouble its efforts to drive-up jab rates”.

Department for Education attendance data estimated that 415,000 pupils and 15 per cent of teachers were absent on January 20 due to Covid.



The government announced £8 million last week for schools to support in-school vaccination. Jabs are also available through local centres.

All schools will receive £1,000 each, plus £1.14 per eligible pupil. It means the largest schools could get £2,500.

Schools that have no vaccination visits planned should spend the cash on distributing vaccination materials, signposting out-of-school sites and hosting a professional-led Q&A for parents.

Ethnicity also driving factor

The ONS found pupils who spoke English as an additional language were “much less likely” to have been vaccinated – 38.2 per cent compared with 55.5 per cent.

Uptake also varied significantly among ethnic groups. As of January 9, black Caribbean and Gypsy and Roma pupils were the least likely to be vaccinated at 12.4 per cent each.

Meanwhile Chinese and Indian pupils were the most likely to have had at least one dose, at 75.5 and 65.7 per cent respectively.

The highest vaccination rates for 12 to 15-year-olds were in Hampshire, where 71.3 per cent of the age group have received their first jab. Hackney, at 25.9 per cent, had the lowest rate.

Local authorities with the lowest uptake pointed to high levels of ethnic diversity, higher levels of deprivation and the 12-week wait as contributing factors.

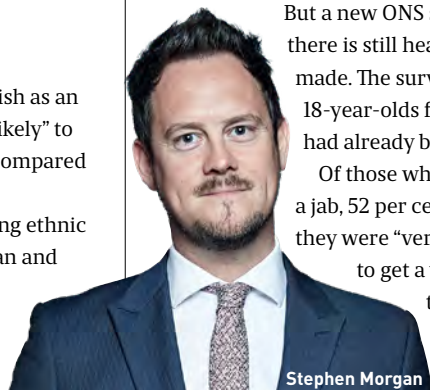
Manchester City Council said some children waited almost 12 weeks for a jab after testing positive, only to be reinfected again – delaying vaccination by up to six months.

How many more pupils want the jab?

The lower take-up rate could be because all the youngsters who want a jab have had it.

Data from the OxWell Student Survey of 27,859 pupils aged between 9 and 18, published in September, found 50 per cent were willing to be vaccinated.

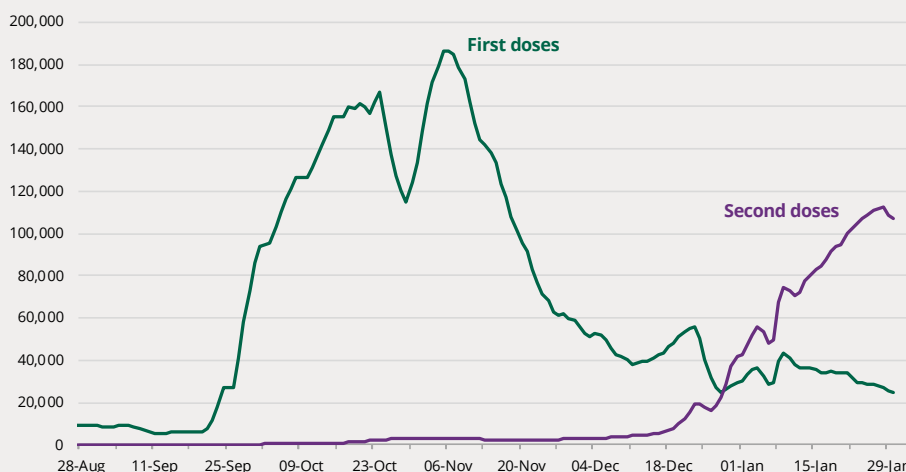
But a new ONS survey suggests there is still headway to be made. The survey of 2,000 12 to 18-year-olds found 70 per cent had already been vaccinated. Of those who had not received a jab, 52 per cent of pupils said they were “very” or “fairly likely” to get a vaccine if offered this winter.



Stephen Morgan

Vaccinations of children aged 12-15 in England: rolling weekly total

Rolling weekly total: each date shows the number of vaccines administered in the past seven days



Source: Labour Party

NEWS

Teacher ban shake-up will close fraudster loophole

TOM BELGER
@TOM_BELGER

The government plans to crack down on loopholes enabling fraudsters to keep working in classrooms despite evidence of misconduct.

Proposed reforms to widen government powers to ban teachers from the classroom would also apply to those who have left the profession, are between jobs and people working in online schools.

Changes would mean department officials investigating fraud or exam cheating can formally trigger misconduct probes into teachers, rather than having to wait for schools, police or others to refer cases.

The move could see bans for such misconduct imposed faster, and follows a recent *Schools Week* investigation revealing "inordinate" delays of several years for the completion of TRA cases (see image).

Current rules prevent officials in bodies such as the Education and Skills Funding Agency or Standards and Testing Agency from referring cases to the Teaching Regulation Agency – even if their investigations uncover fraud or serious exam malpractice.

Cases have to be referred to the TRA to itself investigate and hold panel hearings before teaching bans or restrictions can be imposed.

ESFA or STA referrals currently count as "self-referral", which is not allowed.

Only employers, the public, police or other non-DfE agencies can make referrals. Yet schools often delay such referrals until their own probes have finished – and don't complete those until often-lengthy criminal or other external investigations have been completed.

The TRA then needs to complete its own probe and panel hearings before classroom bans can be imposed.

The proposed shake-up of misconduct rules, which it began consulting this week, also include widening official powers to ban more individuals from teaching.

Currently the TRA cannot consider cases against people who are both not currently working as a teacher and commit misconduct outside their work.

The TRA would be allowed to consider all referrals involving serious misconduct by individuals who have at any time been employed or engaged to undertake teaching work in a relevant setting.

This would allow the regulator to probe more cases involving staff only working infrequently



in teaching and those on career breaks.

No cap is planned for the length of time that may have passed since someone last worked in schools as they "may prevent consideration of extremely unsuitable people".

The consultation states: "Our guidance will allow TRA caseworkers to carefully consider each case on its merits, by weighing up the length of time a person has been away from the profession, any child protection considerations and the likelihood of them trying to return to the classroom."

Andrew Faux, barrister and co-director at lawyersforteachers.co.uk, said there are "contradictory High Court judgments about who the TRA can regulate. A revision of the regulations removing the ambiguity and making their jurisdiction clear would be welcomed."

A third reform would see the TRA able to ban staff from more settings to include online education providers, further education colleges and other post-16 providers.

The consultation runs until March 14 and changes will be made "when a suitable legislative opportunity becomes available".

Meanwhile the DfE also confirmed separately that stalking, upskirting, revenge porn and controlling or coercive behaviour have been added to a list of offences for which teachers can be banned.

Child cruelty will also be added to offences which should "weigh in favour of not offering a review period" – added partly in light of "recent tragic cases".

Met won't probe Williamson's DfE Xmas do

FREDDIE WHITTAKER
@FCDWHITTAKER

A Department for Education Christmas party instigated by Gavin Williamson to "thank staff together for the work they had done" will not be investigated by police.

An investigation by senior civil servant Sue Gray, published this week, states 12 of the 16 events she probed are now being investigated by the Metropolitan Police.

However, the DfE gathering on December 10, 2020, was "not considered to have reached the threshold for criminal investigation".

Gray said she "decided not to publish factual accounts in relation to those four dates. I do not feel that I am able to do so without detriment to the overall balance of the findings."

Last year, DfE permanent secretary Susan Acland-Hood told MPs around "two dozen" staff, mostly from ministers' private offices, attended the event in the department's canteen. She was also in attendance.

Drinks and snacks were "brought by those attending and no outside guests or supporting staff were invited or present".

Any staff found to have broken rules would face disciplinary action, including herself, she said.

Overall, Gray's report found "some of the behaviour surrounding these gatherings is difficult to justify" when government was asking citizens to accept "far-reaching restrictions". She condemned "failures of leadership and judgment".

Some of the gatherings "represent a serious failure to observe not just the high standards expected of those working at the heart of government but also of the standards expected of the entire British population at the time".

There was "too little thought" to what was happening across the country and the "appropriateness of some of these gatherings".

Some of the events "should not have been allowed to take place", Gray said, while others "should not have been allowed to develop as they did".

Gray concluded that there was "significant learning to be drawn from these events, which must be addressed immediately across government. This does not need to wait for the police investigations to be concluded."

DfE did not respond to a request for comment.

INVESTIGATION

Legal threats and governor revolts: Inside the mass academisation of Catholic schools

TOM BELGER

@TOM_BELGER

EXCLUSIVE

A push by Catholic dioceses to convert schools into academies has sparked legal threats, governor revolts and cheerleaders-turned-whistleblowers condemning heavy-handed tactics.

The rapid conversion of Catholic schools is backed by ministers who want to turbo-charge their academy revolution. But recent history suggests the conversion en masse of schools into new trusts – across huge regions – is the perfect recipe for academy disaster.

Schools Week investigates...

'Diktat followed by coercion'

Once cautious about academies, many dioceses now have strategies to move their schools into trusts. All 19 dioceses currently have at least some academies, with 700 nationwide – up from just three in 2010.

But another 1,400 – or two-thirds of Catholic schools – remain voluntary aided. And only a handful of dioceses have fully academised. Those that are now attempting to follow suit are running into problems.

The Archdiocese of Birmingham has launched multiple campaigns to rapidly convert and consolidate all schools in chosen MATs. Despite a five-year push, 90 schools remain voluntary aided.

However, the archdiocese has been accused of "diktat followed by coercion" by the chair of one Catholic trust that was expected to merge.

Jim Foley claimed he was sacked as Holy Spirit MAC chair after penning and sharing a letter condemning his archdiocese – despite supporting its MAT vision. He claimed he had seen governors "intimidated" and accused the archdiocese of showing "no interest in dialogue" or answering questions.

In Hallam diocese, four unions recently threatened legal action after it secured approval from the Department for Education to academise 19 schools. Conversion dates were set and legal transfer



talks begun (including to move staff over to new academy contracts) before governors had even voted on the plans.

The area's regional schools commissioner had to write to school leaders defending its involvement last week. One well-placed source said four boards had rejected conversion.

"Going full pelt is fine, but people have to feel they've had open discussion," said Frank Norris, an education adviser and former trust chief executive. "Otherwise conversions get into difficulty, or later, senior leaders leave."

Birmingham said it was continually listening and consulting, and Foley welcomed recent changes in approach.

Hallam did not respond to a request for comment.

Foley also said that dioceses such as Nottingham and Plymouth succeeded with rapid conversions as they "rolled the pitch" before confirming plans.

But dioceses are getting caught up in wider battles over academisation.

Unison has polled staff in six schools about industrial action over plans for

them to join a DfE-backed Catholic pilot trust this year.

The St Joseph's Catholic MAT has been established with £1.25 million government funding to trial intensive turnaround measures in north-west schools.

The NAHT has also pushed back against several other dioceses over academy plans, securing clear commitments to governing body consent.

Too much power, or too little?

Some link resistance and heavy-handedness to bishops having too much power.

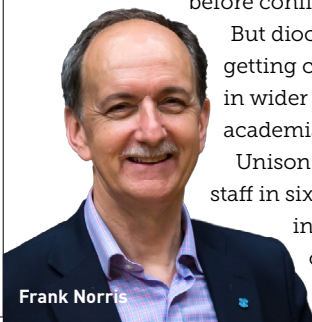
Foundation governors can face "tension" between their academy scepticism and their role representing the bishop, Foley said.

Disloyalty risks dismissal, though Foley noted that governor recruitment woes gave them bargaining power.

"Am I meant to go to the Pope?" asked one voluntary-aided governor who resigned over alleged diocese bullying. She complained to Ofsted, who vowed to investigate only during their next school visit.

Emma Knights, chief executive of the National Governance Association, said governing boards should not merely "rubber-stamp" decisions.

But the majority of Catholic school boards



Frank Norris

INVESTIGATION

are foundation governors – appointed by the bishop to represent their interests, the Catholic Education Service (CES) states.

A Lancaster Diocese document, for instance, states it is “important” for foundation governors to “know and implement the bishop’s policies on education”.

The NAHT has called on CES to intervene in academy disputes. But Paul Barber, CES director, said its role is in “supporting dioceses, not holding them to account. People think we’re head office.”

There are 19 dioceses, each overseen by their own bishop. Foley also wants more national leadership: “You’ve got 19 responses instead of a national one. Bishops went their own way with academisation.”

But Barber said church structures date back “two millennia”, while dioceses have “led the way developing robust accountability measures”.

Knights added there can be value too in dioceses “working out what’s right for them”.

Barber added Catholic trusts are often less centralised than other large MATs. But he noted most dioceses will “in the immediate future run a mixed economy”.

Catholic faith in MATs

Yet Catholic dioceses say MAT projects are already reaping rewards. The Diocese of Hexham & Newcastle began consolidating schools in four MATs in 2019. Academy numbers have rocketed from 45 to 121 of its 156 schools.

Deborah Fox, director of education, said the diocese wanted to boost staff development, sharing of specialisms and best practice, and financial viability of otherwise at-risk schools.

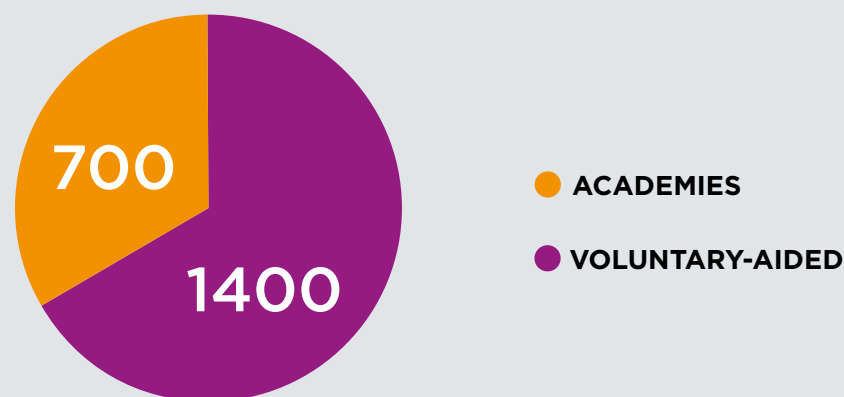
“We’re now seeing all that, and more. It wasn’t that we were trying to follow government policy.”

The Good Shepherd Catholic Trust in London has gained from the routine repairs funding bigger MATs receive, whereas voluntary-aided schools typically fund ten per cent of capital costs.

Chair John Anthony said it also “provides for more integrated mutual support, cheaper contracts and additional oversight”.

Mike Powis, chair of the Kent Catholic Schools Partnership, said the MAT model was “not perfect”, but other benefits included headship

Catholic schools in England by type:



recruitment – a challenge nationally, as they must be Catholic.

Meanwhile the DfE has facilitated conversions by enshrining dioceses’ wide-ranging involvement in trusts in model academy legal documents and regional schools commissioner remits.

It recently allowed the Diocese of Hallam to issue academy orders without board resolutions.

Another example is that government interventions on failing Catholic schools must involve consultation with the diocese.

Rapid growth risks

But the special arrangement risks causing further problems if trusts fail. Dioceses are overseeing rapid conversion of large numbers of schools into new trusts that also span large areas – both potential red flags for academy failure.

Birmingham’s archdiocese, for instance, has 240 schools spanning Oxford to Stoke.

Most dioceses are dividing schools up into several MATs, but Knights noted some governors’ concerns over how large they would still be.

Foley’s letter described the academisation of 34 schools into Plymouth CAST in 2014 as a “cautionary tale that sent shockwaves around the Catholic system”.

Ofsted graded six of ten schools inspected two years later ‘requires improvement’ or ‘inadequate’. A review found the trust lacked capacity for school improvement, with “weak” systems and “poor strategic leadership”.

Zoe Batten, CEO, said MATs were “ever-evolving in maturity and wisdom”, and more recent ones benefited from learning from early adopters.

“The history of MATs tells us rapid growth is not always wise,” Knights added.

Hallam plans two 23- and 24-school MATs respectively, with all schools joining by September. Its website says timescales are “carefully planned” and ensure trust capacity and economies of scale. It did not respond to request for comment.

Fox said Hexham & Newcastle ensured capacity and strong leadership by growing existing trusts rather than new ones. “We didn’t want to throw the baby out with the bathwater,” she added.

But Maura Regan, chief executive of the local Bishop Hogarth trust, said restyling it as a new, renamed trust had also showed schools they were “not just joining an old regime”. Her trust has doubled in size since 2019 to 32 schools.

Dioceses also often align trusts with existing church boundaries, and unite secondary and feeder schools.

The schools’ existing ties and shared values are an “advantage”, Knights said.

But government remains concerned about trust capacity. One in ten schools is Catholic, but they make up at least one in five currently awaiting sponsorship. The DfE is therefore piloting capacity-building grants for multiple dioceses, and the white paper could see more funding.

But NAHT national secretary Rob Kelsall warned ministers are “putting a lot of faith in Catholic MATs to deliver its academy mission – it needs to stop heavy-handed tactics to prevent that coming back to bite it.”



Emma Knights

NEWS

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

Ofsted seeks to reassure primaries on subject specialisation

JAMES CARR

@JAMESCARR_93

Ofsted has told primary schools it is not essential that they design their own curriculums as long as it is “ambitious and coherent”.

The schools watchdog published a blogpost on Wednesday aiming to reassure primaries that inspectors will also not expect subject leaders to be specialists.

A FFT Education Datalab analysis of inspections found 84 per cent of ‘outstanding’ primary schools were downgraded during the autumn 2021 term. Just 47 per cent of ‘outstanding’ secondary schools lost the top mark.

Primary heads told Schools Week their lower staff numbers and lack

of subject specialists had been a key factor in the downgrading.

‘We know primary staff wear lots of hats’

Heather Fearn and Jonathan Keay, from Ofsted’s curriculum team, said that staff in primaries – particularly smaller ones – “wear lots of hats”. It “isn’t possible or realistic to develop detailed expertise in multiple subject areas”, they added.

Simon Paramore, of Kinoulton Primary School in Nottingham, previously told Schools Week he had one subject leader for every four subjects. However, Ofsted’s blog states “lots of schools” overcome this challenge by working with other local schools to design their curriculum.

“Schools also make use of

schemes of work that are developed by subject specialists,” the post adds.

“Ofsted does not consider it necessary for schools to design their curriculums themselves... [it] just needs to be ambitious and coherent,” the watchdog added.

Ofsted praised primary schools that capitalised on external support to develop their curriculum during inspections last year.

Although Linaker Primary School, in Sefton, was rated ‘requires improvement’, inspectors did praise how leaders “worked with external experts to design and deliver a well-considered curriculum”.

Peppard CoE Primary School in Henley-on-Thames, was rated as ‘good’ and Ofsted found it “made good use of external support

to develop a more systematic approach to teaching reading”.

Deep dives focus on ‘what matters most’

Inspectors will also “understand” if a subject lead is not a specialist in the field, but will want to discuss “what you want pupils to learn and why”.

Questions will focus on issues such as whether the subject curriculum matches the “scope and ambition” of the national curriculum and if inspectors see how content is broken down into manageable chunks which build towards “clear end points”.

Inspectors will also question if the “identified chunks” are logically sequenced and if they prepare pupils for future learning.

Honours committee to get a new chair

FREDDIE WHITTAKER

@FCDWHITTAKER

An influential committee that recommends education figures for top gongs is to get a new chair.

Sir Dan Moynihan, the chief executive of the Harris Federation, is stepping down as chair of the government’s education honours committee after six years. Chairs can only serve two three-year terms.

Moynihan was a member of the committee for five years before becoming its chair.

Other members of the eight-strong committee include Dame Sally Coates, the director of United Learning, Sir Hamid Patel, the chief executive of Star Academies, Dame Alison Peacock, the head of the Chartered College of Teaching and Susan Acland-Hood, the permanent secretary at the Department for Education.

The committee assesses nominations put forward by members of the public, government departments and professional bodies. Members then make recommendations for the new year and birthday honours.

According to the government’s job advert, unpaid chairs are “independent members who are experts in their fields” and have “outstanding integrity”.

They must help “build pipelines of possible future nominees”. Applications closed on Monday.



Sir Dan Moynihan

YOUR PUPILS NEED YOU

£35+ VAT per place

Make a difference to your LGBTQ+ pupils and join the thousands of education professionals who've learnt online with Stonewall.

Improve your anti-bullying work, curriculum and whole school approaches to LGBTQ+ inclusion.

97% of your peers would recommend Stonewall Learning.

Don't miss out! Buy 4 e-learning places for the price of 3 during LGBTQ+ History Month using the code FEB22

LEARN WITH STONEWALL: www.stonewall.org.uk/e-learning

REG COMPANY NO 02412299 - VAT NO 862 9064 05 - REG CHARITY NO 1101255 (ENGLAND AND WALES) AND SC039681 (SCOTLAND)

KEY FINDINGS

Forget 'no exclusions', but you can keep mobiles

The Department for Education has published a consultation on guidance for behaviour, suspensions and permanent exclusions. Here's what you need to know...

1 MOBILE PHONE BAN U-TURN?

Gavin Williamson, the former education secretary, made headlines over promises to ban mobile phones in schools. The consultation says it is instead up to headteachers to decide if mobile phones can be used during the school day.

However heads who do allow phones should be clear what measures are in place to minimise risks - "including distraction, disruption, bullying and abuse" - and how they will ensure they are effective.

The move has widely been reported as a U-turn. But while an earlier consultation did seek views on mobile phone bans, it was clear any changes would be to non-statutory guidance.

2 NATIONAL BENCHMARKS FOR BEHAVIOUR

The guidance has been rewritten to "more effectively" support schools and includes a "national minimum expectation of behaviour benchmarks".

Six expectations align with Ofsted's 'good' criteria for behaviour and attitudes, and include that bullying and discrimination are dealt with quickly, general and targeted interventions are in place to improve behaviour and school leaders "visibly and consistently support all staff in managing" behaviour.

3 ANTICIPATE 'TRIGGERS' FOR SEND MISBEHAVIOUR

Some misbehaviours are "more likely" to arise from SEND pupils so schools should "anticipate likely triggers".

Support measures could include movement breaks for pupils who find it difficult to sit still for long periods and text message reminders to ensure SEND pupils don't forget equipment.

4 LIMITS FOR ISOLATION

Removal, also known as isolation, is defined as where "a pupil, for disciplinary reasons is required to spend a limited time out of the classroom at the instruction of a member of staff".

The pupil's education should be continued in a supervised setting and removal should be a last resort.

Schools' behaviour policy must outline the length of time

appropriate for a pupil to be in isolation and "pupils should not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher".

Schools Week previously revealed some secondary schools were placing pupils in isolation for up to five days at a time.

5 DON'T ADOPT "NO EXCLUSION" POLICIES

The new guidance says schools and local authorities "should not adopt a 'no exclusion' policy as an end in itself".

This can "lead to perverse incentives to schools not to exclude even when exclusion is the only real way to make sure an excluded pupil can get the support they need".

The guidance says that in some cases, a 'no exclusion' policy can "even present safeguarding issues and expose staff and pupils to unreasonable risks".

"Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it."

6 RESCINDING DROPPED AND SUSPENSION CAP REDUCED

The DfE has proposed that headteachers should no longer be able to end a suspension or permanent exclusion that has already begun earlier than the end date originally fixed.

The practice, known as withdrawing or rescinding, will be dropped to ensure that "suspensions and permanent exclusions are always reviewed by the governing board".

If accepted, this proposal will be reflected in statutory guidance.

Pupils can currently be suspended for 45 days in a year, but the consultation also seeks views on the impact of a reduction.

7 HEAD'S DUTY TO INFORM THIRD PARTIES EXPANDED

Following recommendations from the Timpson exclusions review, heads will have to inform relevant professionals, such as social workers and virtual school heads (VSHs), of a suspension or exclusion "without delay and no later than three days after their decision".

This change is to allow social workers and VSHs to "raise any concerns and consider whether this decision would mean the level of risk to a child may change".

Parents must also be notified within this period. These changes will also be statutory.



EDITORIAL

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

Levelling up let down heaps more pressure on schools white paper

This week's levelling up white paper was mostly a damp squib when it comes to schools policy.

The government teased its white paper by saying education will "be at the heart of major new reforms set to give every child and adult the skills they need to fulfil their potential, no matter where they live".

But, as seems to be the way these days, the substance failed to match the promises. The plan was devoid of any actual substance when it comes to levelling up the sector.

A bunch of mostly rehashed policies, with no attached new funding, have been shown up for what they are.

Many of the new proposals were just half-baked ideas nicked from the upcoming schools white paper.

And this is where the government has shot itself in the foot. Instead of waiting to set out a broad vision for the school system later this year, we have an incoherent mish-

mash of proposals which while they might communicate a vision, don't communicate a coherent plan to achieve it.

But there is hope. The schools white paper - due in a few months - is the important policy plan for the sector.

It will set out the government's policies to shape the future of our school system. There's also the hugely important SEND review, too.

This week's levelling up let-down just heaps more pressure on both those documents.

The DfE responded to its consultation on children missing in education this week. Three years on from its launch, the department could not even confirm its final plans for a register of pupils.

This can't be repeated.

We need a proper white paper for the sector that sets out an ambitious, clear and fully funded plan to improve education for all.

**SCHOOLS
WEEK**



**Get in
touch.**

CONTACT:
NEWS@SCHOOLSWEEK.CO.UK
OR CALL 0203 4321 392



CEF offers solutions to help reduce the airborne spread of Covid-19 in schools

CEF, the expert supplier of electrical products and services all over the UK, is offering practical, effective and economic solutions to help schools monitor and improve air quality and reduce the risk of Covid infection.

As Covid-19 is an airborne virus, ways to reduce the risk of infection through ventilation and clean air have become a hot topic in education. Good ventilation and air purification can reduce viruses in the air, lowering the risk from aerosol transmission after a person with the virus has been in the same enclosed area.

Monitoring air quality in schools

In August 2021, the Department for Education announced it would provide carbon dioxide (CO2) monitors to help identify school rooms with poor ventilation. But by November, teachers' unions including NAHT and NASUWT raised concerns that these devices were not being delivered.

CEF were tasked to supply almost 5,000 CO2 monitors to schools by the end of September 2021, a deadline that was met by partnering with a reputable UK manufacturer of such devices. In December 2021, CEF also met its commitment to supply 5,000 Flamefast CO2 Monitors to the Northern Ireland Education on deadline and on budget. These monitors remain in stock and are available for schools and other education providers to purchase.

Flamefast's Vision CO2 Monitors provide a bold, multicoloured display to clearly indicate levels of CO2 in a room. With a 2m USB cable and mains adapter provided as standard, they can be moved from room to room or fixed in place with the anti-tamper wall bracket. The Vision CO2 Monitor has the added benefit of 30 days data logging, which can be used to carry out and verify any ventilation assessments to determine improvements that may be required to existing ventilation systems.

Individual units are priced at £79.95 +VAT on the CCS marketplace, with discounts available for larger quantities.

Improving ventilation to reduce the risk of infection

The Vision CO2 monitors will help identify, and not reduce the risk of airborne virus transmission, the DfE advice to schools is to keep occupied spaces well ventilated, identify any poorly ventilated spaces and take steps to



CEF YOUR ELECTRICAL EXPERTS

improve fresh air flow in these areas.

But guidance on opening windows and doors to improve natural ventilation is not always compatible with the conflicting conditions of a British winter, maintaining a comfortable temperature indoors, reducing energy costs and minimising disruption to education.

The Department for Education recently launched an online marketplace for schools to buy air purifiers to help tackle Covid. CEF have sourced a suitable device, that requires no filter replacement for 10 years, and is now available through the marketplace for £243.82 +VAT, which is almost half the price of those previously recommended by the UK government.

Economic and effective air purifier

Daikin is one of the world's largest air purification unit manufacturers. According to tests performed in the laboratories of the Institut Pasteur de Lille, Daikin's air purifiers remove more than 99.98% of the human coronavirus HCoV-229E in 2.5 minutes. This virus is of the same family as SARS-CoV-2, the

coronavirus behind the COVID-19 pandemic.

These units are now available through the online marketplace and CEF to help schools save money and provide a healthy environment for education.

How CEF can help

CEF are happy to talk to any education providers about all their air quality monitoring and ventilation needs.

As well as supplying electrical contractors through its 390 stores nationwide, CEF's National Accounts teams are available to provide technical know-how, materials and pricing consistency for many large projects all around the UK. This includes schools, colleges and other educational settings.

For more information, please contact
CEF National Accounts -
 email napo@cef.co.uk or call **01926 350018**.

Opinion

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



JO SAXTON
Chief regulator, Ofqual

Our exam mitigations have fairness at their heart

Some will question our decisions on mitigations and grade boundaries, writes Jo Saxton, but they are proportionate and focused on fairness for students

Sitting with a group of year 11s from Manchester recently, I was struck by just how determined they were to sit exams this year and show what they know and can do. Another group in East Yorkshire told me about exams they had just sat as part of the January series, and talked about the experience as an important part of growing up and getting back to some semblance of 'normality'.

Of course, we're not back to 'normal' yet. Which is why we have prepared an innovative package of support for students. They have faced considerable disruption these past two years and I can – hand on heart – say that the scale of adaptations to exams and formal assessments looks that squarely in the eye.

When it comes to grading, some have advocated a hard return to 2019 grades this summer while others have argued for continuity with the 2021 standard. For me, the decision must be driven only by what is the fairest option for students.

A leap back to 2019 didn't pass that test; It would be tone deaf to the challenges students and schools have faced and would have done little to provide a safety net for those who have had the toughest time through

the pandemic.

UCAS and employers told us they wanted to see grades that were closer to the currency they are used to, and further education colleges are also struggling to make offers without clarity about what grades will look like this year. But they all recognised that it would not be right to implement this in one go.

As for repeating the standard for 2021, we know this would likely lead to universities devising alternative entry arrangements and raising the grades on which offers are based. This again fails the fairness test for students, especially for those from the most disadvantaged backgrounds.

So we will not go fully back to pre-pandemic grading this year. Our approach to grading in this transitional year will be more



generous, and will provide a safety net to students, will iron out some of the anomalies that have come into play in the past two years and will secure consistency between exam boards and subjects.

Alongside this, students will benefit from other adaptations to exams.

“The scale of adaptations looks disruption squarely in the eye

This will include choices of topics or content in some GCSEs and a formulae or equations sheet for GCSE maths, physics and combined science. As was confirmed last summer, vocational and technical qualifications have been adapted too.

On Monday, exam boards publish advance information on the focus of exams in most GCSE and all AS and A-level subjects. This is a departure in the qualifications space, and not something we would have ever countenanced in normal times. But with fairness for students as a compass, we wanted to make the exam experience less daunting, while preserving the integrity of the content coverage and the assessments themselves. Published on exams boards' websites on February 7, and covering more than 300 specifications, the whole point is

to provide as universal as possible a revision aid for students.

Advance information has been carefully considered – subject by subject, board by board – to give students support with focusing their studying and revision. It seeks to strike the right balance between being genuinely useful without actually compromising the exams and turning them into short-term memory tests.

Next week, some will no doubt say we haven't gone far enough, and others that we have gone too far. But while this is something 'new' to get to grips with, it's clear to me from talking to students that they know it will help them make the most of the next few months, as well as make the exams less daunting.

For many, 2022 will be the first time they have sat a formal, public exam. Advance information represents a unique coming together of everyone across the qualification system to act in their interests.

As you absorb and digest the advance information over the coming weeks, we want to hear from you and your students about how it is working in practice. With around 15 weeks until the start of the summer exams, every week will count. We hope this provides valuable support as we navigate this time together.

Opinion

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



RACHEL MACLEAN
Parliamentary under-secretary
of state for safeguarding

A whole-system response to harmful sexual behaviours

Teachers are vital in our fight against an epidemic of harmful sexual behaviour, writes the safeguarding minister, and they need our support to do it

Earlier this month, we launched the Harmful Sexual Behaviour Support Service. This new service will ensure expert-led advice and guidance is easily accessible and will strengthen our response to harmful sexual behaviour, helping professionals to respond appropriately and to create healthier environments for young people.

The service is hosted by South West Grid for Learning (SWGfL) in partnership with the Marie Collins Foundation, and is funded by the Home Office in collaboration with the Department for Education. Since its launch it has already helped professionals to respond to and manage almost 150 incidents of harmful sexual behaviour. This clearly demonstrates the extent of the problem and just how significant the need is for this service.

Harmful sexual behaviour encompasses behaviours expressed by children and young people under the age of 18 that are developmentally inappropriate, may be harmful towards self or others,

or abusive towards another child, young person or adult. This includes a range of behaviours from using sexualised language or sharing sexual images through to sexual assault and rape. These behaviours can take place both in-person and online.

Although there are currently no accurate figures for the full spectrum of harmful sexual behaviour incidents, the evidence from Ofsted's 2021 review of sexual abuse in schools and colleges is

stark. And national crime statistics only add to our sense of urgency. They show that 83,000 child sexual abuse offences were reported to the police in the year ending March 2020, a devastating increase in the volume and the severity of harmful sexual behaviour incidents over recent years.

To tackle this worrying rise, we must take a collective approach to stopping unhealthy behaviours from developing and to de-normalise the actions and language that damage the lives of the young people



involved. This is reflected in the government's Tackling Child Sexual Abuse Strategy, which recognises the complex, interconnected nature of these issues and the collaborative response required to tackle them effectively. Published last year, it sets out a whole-system, cross-government approach to tackling all forms of child sexual abuse.

The strategy includes a commitment to expanding the evidence base on best practice in responding to harmful sexual behaviour. The Harmful Sexual Behaviour Support Service will therefore help to collate intelligence on the key issues that frontline

relationship, sex and health education curriculum launched in September covers important topics such as consent and respect. We are developing a package of support to build teachers' confidence when teaching sensitive sexual abuse-related topics, including expert-led webinars and non-statutory guidance. Through the What Works Centre for Children's Social Care we are extending a pilot supervision programme for designated safeguarding leads specifically focused on child sexual abuse. We are working with the children's commissioner to reduce children's access to pornography and other harmful content, leading to the publication of the Guide for Parents on Talking to Children about Online Sexual Harassment. And most recently, we have opened a public consultation on the statutory guidance 'Keeping Children Safe in Education', with a view to making changes for September 2022.

It is vital that the professionals we trust to work with our children and young people have the tools and the support they need to handle incidents of harmful sexual behaviour with confidence. These measures together will help them to do this.

The Harmful Sexual Behaviour Support Service is available Monday to Friday, 8am to 8pm, on 0344 225 0623 or hsbsupport@swgfl.org.uk

“ The launch of the new service complements a raft of other measures

professionals are grappling with in responding to harmful sexual behaviour. The insights gathered across the system in this way will inform government in its interpretation of data and enable us to better protect children and support the professionals who work with them.

The launch of the new service complements a raft of other measures we have implemented to tackle harmful sexual behaviours affecting children and young people. The new, mandatory

Opinion

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

A new consultation proposes to drive inclusion through measuring attendance and exclusions, but it's unclear whether that's possible or even desirable, writes Sarah Johnson

As part of a wider 'DEEP dive' into the effectiveness of schools groups, the Education Policy Institute has this week published a research paper on how to measure inclusion in different school groups, accompanied by a consultation open until March 14. I know I speak for many when I say it is very welcome. Many schools work incredibly hard to ensure they are reflective and inclusive, but some simply do not share their moral purpose. Accountability is an important lever to recognise the former and incentivise the latter.

In some areas, it is an open secret: Children's movements from one school to another are not the result of positive choice but of children and their parents feeling they would be more welcome elsewhere. The groundhog day scenario of phone calls home for poor behaviour. The quiet conversation suggesting another school will better cater for your child's needs. These moments are never captured in exclusion data. They only ever see the light of day because of a proactive local authority admissions team or vocal groups of parents.

So the EPI consultation is an important one, but it also raises concerns. For a start, what do we mean by 'inclusion'? Ask 20 people to define it and you are likely to get 20 different answers, some contradictory. The EPI paper offers a broad definition: an intake that is reflective of the community and support for all pupils to achieve their best in an appropriate, quality education once they are admitted.

That 'once they are admitted' is



SARAH JOHNSON

President, PRUsAP

Measuring inclusion? Beware the unintended consequences

already problematic, because we know some schools put parents off before admission. The problem is attempting to measure inclusion through quantitative metrics. The EPI paper does note that other qualitative data can help to build a more holistic

most of your time working outside the head's office isn't either. Good achievement can mask many an exclusionary practice.

Inclusion and high attendance are also not synonymous. Attendance is important, but we must be wary

“ Achievement is a blunt measure of access to the curriculum

picture, but their own focus narrows down to two things: attendance and exclusions, and pupil achievement.

The next problem is that pupil achievement is a blunt measure of access to the curriculum, and we simply can't talk about inclusion without that. Sitting in a classroom but only interacting with a teaching assistant is not inclusion. Spending

of the unintended consequences of using it as some sort of gold standard. While high attendance may be the sign of a happy, motivated school community, we must also consider that fear of castigation and school attendance orders forces some parents to put themselves in sometimes dangerous situations to get their children into school. Is



asking children to be brought into school in their pyjamas to get their attendance mark inclusion? And what about the child with significant medical needs who has a number of absences for treatment? Is non-attendance really a marker of the school's failure to include?

And finally, exclusions data is a poor proxy measure of inclusion. In terms of accountability, what might be more helpful is looking at data about what happens after an exclusion. How many children go on to be assessed for an education, health and care plan? How long were they in school prior to exclusion without one? How many exclusions are successfully appealed at governors' discipline committees and independent review panels?

In the end, if what we want is for more schools to adhere to a moral code on inclusion, then quantitative measurements are only likely to create more perverse incentives. In the meantime, exclusions are required to sit within the remit of the law (proportionate and fair), and there is definitely scope to improve on that.

After all, this is a deep dive about school groups, and we still have a situation whereby children can be moved within trusts without any choice about where they are going. Those children aren't excluded. No pupil exit is recorded for them. And they have no recourse to complain because they can perfectly legally be directed off-site to improve behaviour.

We could possibly measure that, but are we sure it tells us anything about inclusion?

Opinion

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



PAUL BARBER
Director,
The Catholic Education Service

It's not for us to question Catholic school academy conversions

Union calls for the Catholic Education Service to 'step in' on controversial academy conversions shows a secular misunderstanding of our role, writes Paul Barber

Since 2010 the educational landscape of this country has undergone a fundamental change, with more than half of all schools now operating within an academy structure. As the country's second largest provider of schools, it is only natural that this sea change would impact the Catholic school sector.

As the national body representing Catholic schools and dioceses, the CES has been looked to by many to form policy on whether Catholic schools should or shouldn't convert to academy status. Likewise, given the political sensitivities around the conversion process, some consider it the CES's role to 'step in' and arbitrate over diocesan academisation plans.

This is certainly not the case and fundamentally misunderstands and misrepresents the organisation's purpose. The CES is the education agency of the Catholic Bishops' Conference of England and Wales. Put simply, this means that we represent the bishops' collective view to the government, the Department

for Education and other national and devolved bodies.

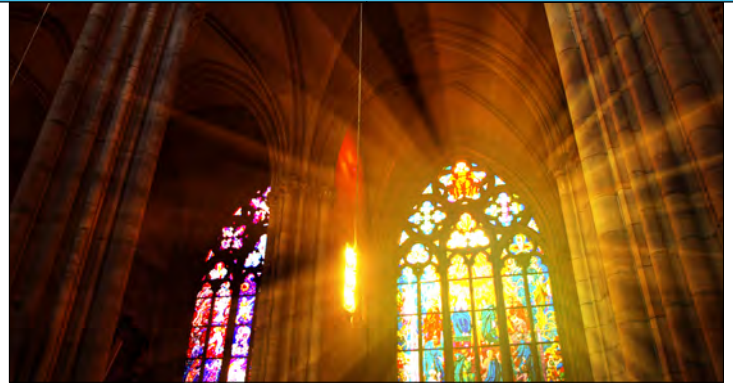
The day-to-day running of Catholic schools sits with their respective diocese (or religious order) under the authority of their diocesan bishop and their team of education experts. Each bishop is responsible for setting parts of the curriculum in his schools as well as inspecting them, but it is also he who decides his diocese's academisation strategy.

This structure is nothing new, and while it is not the method of working

“We will continue to support dioceses whatever their approach

that most in the secular world expect (that is, the national body taking the lead) it is how the Church has operated for two millennia.

Furthermore, it is important to remember that the Catholic Church has a global reach. Catholic schools across the world are governed by the same framework and are all subject to the same requirements set out in Canon Law. These universal norms operate within the many different school systems around the globe. The responsibility of organisations like the CES is to ensure that Catholic



education can operate effectively within each of these different systems.

With these structural changes taking place in the English education system, it should not come as a surprise that the CES would work with government to ensure that, if a bishop wishes to take the schools in his diocese in that direction, they can flourish within an academy model. Over the past decade, this is exactly what the CES has done.

Therefore, when the CES refers to this shift towards academisation as a 'direction of travel' it shouldn't

will in the immediate future run a mixed economy of schools. The CES will continue to support dioceses whatever their approach. Our support and guidance for VA schools remains just as strong as it is for academies.

Given the national picture, however, it is likely there will be a point in the future where the majority of Catholic schools will be academies. In fact, Catholic dioceses have been leading the way in terms of the strategically constructed, more geographically focused MAT structure now favoured by government. What's more, Catholic dioceses have unique governance and inspection structures that mean they lead the way in developing robust internal MAT accountability measures while ensuring each school remains rooted in its local community.

Finally, Catholic MATs across the country have been able to use their 'family of schools' model to pool resources, better enabling them to ride out the pressures caused by the pandemic.

This year the CES celebrates its 175th anniversary. The education system has undergone many substantial changes since 1847, and our role throughout has been to support the bishops through them. It is a function we will continue to fill for many years to come.

Opinion

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



LEE MASON-ELLIS

CEO, The Pioneer Academy

My Covid lesson? Get back to the shop floor!

Offering to do supply across my trust to fill the gaps left by Omicron has opened my eyes to the unknown unknowns of my CEO position, writes Lee Mason-Ellis

Ministers might sometimes seem unaware of the scale of the problem, but Schools Week readers will be all too familiar with the mammoth effort it is taking to keep schools open in the face of teacher absences due to Omicron. A few weeks ago, I let headteachers in our trust know I was available to do supply for them if things were too challenging. The offer was sincere, but I doubted anyone would take me up on it.

Then, as I was opening up our trust offices one early morning, I got a call from Edenbridge Primary School. They were short of a year 3 teacher. Could I help? I jumped at the chance. Sure, my career had taken me out of regular teaching in 2008. But, I reasoned, I'd still taught periodically enough throughout the years to ensure I could teach to a 'good' level. And after all, this probably wasn't what he had in mind, but the education secretary had called for retired teachers to return to the

classroom. So, I got back in my car and made my way there full of confidence.

Well, initially at least. The

questioning? Could I build positive relationships quickly with children who didn't know me? By the time I arrived, I was questioning the wisdom of making the offer in the first place!

I needn't have worried so much. It was like riding a bike. I got my head down, focused on the planning sheets, made sure the resources were there for all groups of learners; and I was ably supported by a fantastic teaching assistant. She taught me how to take the register on Sims – something I couldn't remember how to do – and then the children arrived. I loved every minute of standing in

enrichment is reward enough. It's never been an easy job, and the pandemic certainly hasn't made it any easier. After only teaching a couple of lessons and marking books through lunch, I was happy for sure. But I was also exhausted. Heads who take on retired teachers answering Mr Zahawi's call to arms should bear that in mind. It could be a bit of a shock to the system.

Reflecting on the experience, I'm aware that teachers simply don't have the same time I have to reflect on theirs on a daily basis. I already met with school staff three times a year and in my regular visits it had come to my attention that 2.5 hours of planning time is not enough, but my time at Edenbridge crystallised that for me. Teachers need at least four, and that's something we're going to work on as a trust.

I've also concluded that I need to teach more often to keep up to speed with new practices and to improve my stamina, so some time in the classroom is going in my yearly timetable. I also want to better understand everything that teaching assistants and those in the school office do, so I can fully appreciate their workloads.

My stint at Edenbridge was born of necessity, but now I realise I need to go back to teaching more regularly. Pandemic aside (and in a way, it's a shame that it's taken Covid for me to learn this lesson) there's something really valuable to be gained from spending more time back on the shop floor. It has allowed me to reconnect with what staff are doing every day, and I say that as someone who never felt particularly distanced from that.

Maybe ministers could learn something from it too.

“Some time in the classroom is going in my yearly timetable

closer I got to the school, the more anxieties bubbled to the surface. It occurred to me that I hadn't taught a year 3 class for over 20 years. How would the children respond to me? Could I remember the complexities of teaching? Differentiation? Skilled

front of all those little individuals, looking at me expectantly.

It's easy to forget what a uniquely enriching experience it is to teach children. Paradoxically perhaps, it's also easy to forget the complexities of being a good teacher and to assume that this



Opinion

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



ROBIN WALKER
Schools minister

Talent is everywhere, opportunity is not

Robin Walker outlines how new policies will allow every child to benefit from education, no matter where they live

Nobody wants children born in one part of the country to be given better chances than others.

The ugly fact, however, is that they do – because while talent is found everywhere, opportunity is not.

It is my personal goal as schools minister to tear down the barriers that some face from an early age, truly levelling up across every corner of the country.

If the question is how, the answer is education. I want every child in our country to benefit from a world-class education, whether that is in the early years, school, college, university or at home.

One of the first steps we are taking is to eliminate so-called “ghost children”, which is why we are making iron-clad our commitment to create a register of children not in school.

This government trusts parents and believes in choice. If parents want to educate their child at home, we support them, because we know that most home-

educating parents do an excellent job.

But with the pandemic giving rise to more children not being in school, we need to take every precaution so that no child slips through the cracks.

We want to know where every child is educated to make sure that they are safe.

It forms part of our relentless drive to make sure children are not out of school without good reason, because children need to be fully

“This government trusts parents and believes in choice

engaged in education to catch up from this pandemic.

Just last week we laid out new plans to end the postcode lottery of how attendance is managed in different schools, and make sure every child and family gets the best possible support to attend school as regularly as possible

Plenty of schools have created phenomenal behaviour cultures. At these schools, consistent approaches make every child feel safe, including the most vulnerable. And when this happens, all



children feel better about school and are more likely to want to attend – and learn.

But there is still some way to go: In 2019, a survey by my department found that 70 per cent of teachers felt misbehaviour meant they lost up to ten minutes of teaching time per hour. It is stressful too – 63 per cent of primary and 72 per cent of secondary teachers felt that challenging behaviour negatively affected their wellbeing.

consistent routines and high expectations, as well as advice on responding to behaviour incidents online.

Teachers do not go into teaching because they want to deal with misbehaviour. But when it happens, I want teachers to have the best techniques, strategies and tools at their disposal so they can protect the majority of children who are well behaved. This is why we have also introduced the behaviour and culture national professional qualification, giving leaders in schools the tools they need, and we will always back schools to act when required, including using exclusion as a last resort.

I know that some children will need more help to be able to participate fully in school life, and that’s why this week’s steps will be bolstered by the schools white paper and SEND review, in which we will further outline how we will meet our mission: to make sure the right children get the right support at the right time.

Together these concrete measures will help make sure no pupil misses out on our world-class education – no matter where they are born. As we move beyond the pandemic, we owe them no less.

NCFE

V CERT

V CERTS

CERTS

Our new V Cert Tech Awards are here!

These vocational GCSE equivalents count towards your Progress 8 measures and are designed to fit seamlessly into your KS4 curriculum. The newly refreshed content is supported by regular CPD sessions and brand-new teaching and learning resources so you can deliver them confidently.



V Cert Discovery Events – Register Now

Between now and March 2022 we will be running a series of V Cert Discovery Events to showcase our brand-new V Cert qualifications. For each V Cert subject, we'll walk you through the new spec, explore the structure of the qualifications and assessments, and highlight the support available to help you get off to a flying start!

Register your free place: ncfe.org.uk/v-certs

Reviews

TV
REVIEW

The Teacher

Director: Dominic Leclerc

Broadcaster: Channel 5

Broadcast date: January 31, 2022 (Episode 1 of 4)

Reviewer: Stephen Lockyer, primary teacher

Social media influencer Molly-Mae Hague caused low-level controversy recently with her statement – evidently designed to be motivational – that “Beyoncé has the same 24 hours in a day that we do”. My hot take is that she should really have used Sheridan Smith, a national treasure who is seemingly able to act and shape-shift (and age-shift) in umpteen productions a year.

This week, we find her on Channel 5 – yes, it still broadcasts – buried among their more regular fare of *World’s Greatest X* and *Britain’s Deadliest Y*. This is something of a departure for Channel 5, with high production values and a level of drama that ITV should/will aspire to.

We first find Smith’s grammar school English teacher, Jenna Garvey, hungover, in bed with a face-down stranger. She creeps out, doing the ‘walk of shame’ (except she uses a taxi) and heads to work. When she arrives, it’s to immediately apologise to the headteacher and Deputy Suckup for her lateness, despite arriving at the same time as the kids.

From that point, every teacher in the audience – me included – turns their judge-y dial up to ten. Watching a TV drama *with* teachers *about* teachers is akin to a live inspection. “They’d never get away with that!”, “That’s not even on the syllabus!” and the trump-all “SAFEGUARDING!”, which automatically wins any game of Teacher Gogglebox Bingo. What we always seem to forget is that we are

watching DRAMA, and what we are seeing should be DRAMATIC. Yes, Garvey doesn’t have to queue for the staffroom microwave like we have to every day, but that would be three minutes of incredibly dull TV.

However, it is precisely this kind of interaction *The Teacher* is banking on. In this house, we call it screen-screaming. At every opportunity, we are actively encouraged to judge her, from the one-night stand onwards and right through to the relationships she has with her students. It is flirty. It is inappropriate. And it will make everyone who works in a school really itchy under the lanyard.

But then if it wasn’t making everyone – teacher or not – squirm in their armchairs, it wouldn’t be doing its job. It wants us all to fall into the ‘there’s no smoke without fire’ fallacy, and it does it very cleverly indeed. By the time an allegation is made that she has slept with a student, we are already fully invested in watching her unpack the night before. It’s a dangerous path, especially since we absolutely know that one thing does not guarantee another, but we are along for the ride.

I particularly like dramas like this, but there’s always the risk that it will descend into a messy tangle of events that gets unpicked in a too-short denouement à la *Scooby-Doo*: “And I’d have gotten away with it too, if it wasn’t for you pesky kids!”. It’s hard to tell from a pilot episode, but somehow I didn’t get the sense this will be the case here. We are more likely to experience the remaining three episodes like a roller-coaster of judginess, with Garvey’s guilt oscillating in our minds as each reveal tells us more about that night.

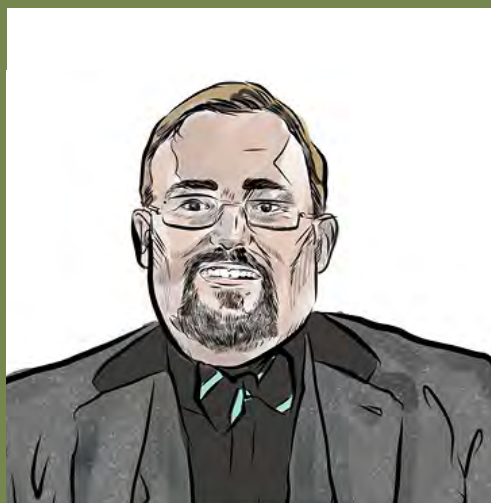


We’ve all had moments we regret, situations we found ourselves in; and unfounded allegations against teachers are sadly not uncommon. But whatever the programme tells us, it’s Sheridan Smith, the woman who broke up with James Corden, so we know that ultimately she’s going to be exonerated, God bless her.

So for episode two, instead of pointing out all the huge leaps the production makes in the Teacher Cinematic Universe, settle in and enjoy some properly edgy drama. Nerds.

Alternatively, record yourself waiting for the staffroom microwave for three minutes discussing last night’s telly and pitch it to Channel 5. Pedagogglebox. There’s probably a market for it. And after all, you have the same number of hours in a day as Sheridan Smith. So what’s stopping you?

Reviews



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

@JMSREFLECT

Looking in the Mirror

@greeborunner

Zoe Enser's writing is always thought provoking, engaging and accessible. This post focuses on the important role of reflective practice and explores the tension between our desire to be reflective and the busy nature of schools. This is an all-too-familiar experience for teachers and leaders at all levels, and Enser's five key ingredients – including "cutting the noise" and "protecting the time" – hold out the possibility of finding a better balance.

There are suggestions for individuals here, as well as structural advice for school leaders. Particularly important among them, I felt, was the advice to "zoom in" and focus on a smaller number of things to develop. The key message is clear: "If we want to improve, which we all do, we need to take a deep breath and peer in the mirror."

4 Ways to Overcome Cognitive Overload in Your Students

@Inner_Drive

It's early doors, but this is the one to beat for blog of the year. Some educational ideas are discussed so frequently it sometimes feels

TOP BLOGS of the week

like too much, and then someone – or in this case, a team – comes along and expresses them so clearly or so originally that they feel fresh again. This piece does both.

In a straightforward, jargon-free post that explains its concepts clearly, the consultants at InnerDrive explore four reasons why students might experience cognitive overload in the classroom. Crucially for busy teachers, they offer simple principles for overcoming these, complete with useful graphics. Which makes this not only a practical and useful blog, but one that models what it advocates.

The Early Career Teacher Survival Handbook – "High Expectations" Part 1

@Clive_Hill

At just over 2,000 words, this is one of the longer blogposts out there, so allow a little time. To be fair to it, though, Clive Hill is tackling a meaty topic and his reflections and advice are clearly expressed and well worth the trouble.

The post is targeted at early-career teachers but I think it deserves a wider readership. Hill explores the inextricable link between the first teachers' standard ('set high expectations') and the seventh ('manage behaviour effectively'). He then goes on to lay out his own pedagogical approach, rooted in research, which he calls 'warm:strict'. "Keeping behavioural expectations high, even on the small things," he states, "means that the big things rarely

happen." I'm already looking forward to part two.

Planting the Roots for Vocabulary Growth

@FH_FranHaynes

As usual, Durrington Research School has taken a research-driven but practical approach to driving vocabulary growth. Recognising its importance for supporting the educational attainment of pupil premium students, literacy has long been a focus for them. This term, they are focusing on 'root words', knowledge of which will ensure students are "better equipped to decipher meaning themselves when they encounter words they do not know".

The strategy is well worth reading about, and is likely to make many a magpie happy. Even if it's not right for your setting, Fran Haynes sets out a handy selection of root words we can all use. And as they are advertised as the 'first wave', I am hoping the list will grow next term.

Making Wait Times More Productive

@Dr_Castelino

Closing this week's selection by returning to our initial theme, this is a nice example of reflective practice resulting not only in adjustments to improve students' learning but a positive contribution to wider professional knowledge.

The principle of 'wait time' is simple: to ensure there is enough thinking time between asking a question and calling on students to answer it. But getting the balance right is not always easy, and some students do not use the time well. Here, Jo Castelino discusses her efforts to ensure students are thinking during 'wait time' so that there is 'no opt out' from participating in the lesson.

"Given all the tools and facts to work an answer out, students are more likely to attempt the question and even be successful at it," she states. As ever in teaching, it is all in the execution, and hers seems like a model worth following.

Research



IOE, UCL's Faculty of Education and Society will review a research development each half term.
Contact @IOE_London if you have a topic you'd like them to explore

Do 'ghost children' exist, and what can we do about them?

**Gemma Moss, professor of literacy, IOE,
UCL's Faculty of Education and Society**

Attention from the mainstream media and an intervention from the children's commissioner have put school attendance at the top of the list of Covid legacy issues for government to deal with. This comes at a time when one of the clearest lessons from the pandemic is just how detached Whitehall decision-making is from the realities schools experience on the ground.

We are only just beginning to take stock of what schools, families and pupils have learned from the experience of the past two years. Political discourse may have shifted to the challenges of recovering from the pandemic's impact, but schools and their communities are still dealing with the unanticipated dilemmas of what to do right now, let alone when (or if) the disruptive effects eventually subside. Schools know all too well that removing mandatory restrictions does not bring us any closer to being back to normal. Yet their views on what matters seldom set the terms of the public conversation.

Take the phrase 'ghost children', for example. It seems to have been coined by Robert Halfon MP in response to Centre for Social Justice figures on pupil absence. Now, it has a life of its own, spooking the public and politicians alike. But does it warrant the attention it is getting?

A cool-headed blogpost from the FFT Education Datalab brings independent and impartial judgment to bear on the accuracy of those figures and explains how commentators jumped to conclusions. It also demonstrates



a very different assessment of the likely scale of the problem by unpacking how enrolment data entangled with absence data leads to inflated estimates of the numbers missing or unknown to the sector.

In the process, it also highlights what FFT sees as the main policy issue: the disproportionate numbers of pupils with special educational needs among those who are persistently absent. The blogpost adds: "The commissioner may wish to find out why so many young people with EHC plans are not educated in state-funded schools." This may well be the issue that requires policy attention, but few column inches have been dedicated to setting the record straight. The real 'ghost children' remain invisible.

Meanwhile, the DfE's answer is to trial 'a real-time tracker' to monitor school-level attendance centrally. It's unclear how this will be of any help to schools if and when it is ever delivered. It certainly isn't of any use now, when schools desperately need support to deal with the assault on two fronts from the current wave of Omicron and the legacy issues from previous waves.

So what should schools be doing? Well, our own research suggests that schools consistently weather the pandemic best when they place building and sustaining strong relationships with their communities at the heart of their response. Schools'

knowledge of what their pupils and their families have gone through and how they are coping physically and mentally provides a much better basis for planning and indeed policymaking than ministers' narrow prescription of curriculum and catch-up.

This applies to attendance as much as it does to any other issue. Conversations at local level can establish more quickly what the real issues are for all stakeholders. Locally determined priorities can then provide useful, reliable front-line evidence of where additional resources are most needed, and the form these should take.

The story of the pandemic in education has been of a resourceful and resilient school sector taking decision-making into its own hands and getting on with the job, often in spite, rather than because, of central government advice. Policymakers should be embracing those qualities, rather than doubling down on a 'command-and-control' ethos.

One thing is for sure: Rushing to judgment without showing due care for the perspectives of those already dealing with issues will only lead to more poor decision-making.

Or to put it another way: worrying about 'ghost children', we end up creating ghost policies. They might scare, but they're of little substance when it comes to fixing real problems.

Week in

Westminster

Your guide to what's happening in the corridors of power

MONDAY

If anyone was in any doubt about new children's commissioner Dame Rachel de Souza's level of influence over government, the schools minister has already started parroting her lines in parliament.

de Souza recently told the Guardian she doesn't like the phrase "ghost children", used recently to describe those missing from our education system.

She told the newspaper those concerned are "real flesh-and-blood children", a phrase then subsequently deployed by Robin Walker when he addressed MPs.

Former children's commissioner Anne Longfield was often at odds with the government, so ministers will no doubt be pleased that they are on the same page to a much greater extent with her successor.

TUESDAY

Teasers are sent out today for the education bits in the levelling up white paper.

We're told there will be 55 new "education investment areas".

On the face of it, sounds fancy, but looks increasingly less so the more you drill down into the details.

How much investment are the areas getting, for instance? Turns out the new money for the scheme amounts to the princely sum of... zero.

Congratulations also to government proof-readers who managed to rename education investment area St Helens as just "Helens".



WEDNESDAY

Far be it from us to suggest the government's grand levelling up plans are actually just a massive rehash of old policies thrown together to distract from other issues.

But a government document listing the policies leaked to the BBC showed plans for a new 'UK National Academy' were still in brackets!

This suggests its inclusion was up in the air until the last minute, and someone forgot to remove the brackets when it made the cut.

WiW's theory is backed up by Oak – the national academy already set up with millions of pounds from the government – which said it was still working out its future.

Meanwhile, the Independent also reported that parts of the white paper appeared to have been copied from Wikipedia.

Just a normal day in Whitehall, then.

THURSDAY

Three years after a consultation first proposed a home education register so that councils could keep a check on children out of school, the government has finally responded and confirmed it will actually do it.

Given how long it took them to respond,

you would think the least the government could do is ensure its policy was properly fleshed out. But this is the Department for Education we're talking about.

We learned this week that creating the register hinges on getting cash from the Treasury (not an easy thing to do), and there are a load of things still to be "worked through", like sanctions for non-compliance.

Another three years, perhaps?

Education recovery is seemingly such a priority for MPs that just 16 of them turned up to a Commons debate on the matter this week.

Another job for the DfE's new attendance alliance?!

Meanwhile, DfE mandarins administered the final nail in Gavin Williamson's coffin this week with the release of the new school behaviour proposals.

Gav's much-vaunted mobile phone ban was nowhere to be seen. After years of posturing it seems the government has finally resolved to let headteachers decide if phones can be used during the school day... which is exactly the situation that is currently in force.

The former education secretary hardly has a glowing record for getting things done. Only recently we revealed that his plans to ditch the teaching hours cap and reintroduce key stage 3 SATs had themselves been ditched by the new administration.

What a legacy.



BTEC AWARDS | 20 22

Nominate the
talent of the
future, today!

Recognise and celebrate the
achievements of BTEC learners,
teachers and schools.

You can enter your learners for a range of
subjects, nominate hardworking colleagues
for a Teacher of the Year Award and we
also recognise outstanding teamwork with
the School of the Year Award.

Submit your entries at

► **btec.co.uk/awards**





EFA Mentor

Due to the success of SSAT's Embedding Formative Assessment (EFA) programme with the support of the Education Endowment Foundation and DfE Accelerator Fund, we are looking to expand our EFA mentor team.

This is an exciting opportunity to work with schools across the country and we are offering a range of flexible roles. These roles include:

- Colleagues working within their current school position on a consultant basis for a minimum 6 days per year (4 days working in schools) over two years.
- Contracted work of up to 90 days per year for two years.

Roles have a daily rate of £350 per day, plus travel expenses. Full job description can be found [here](#)

As an EFA Mentor you will work with schools to support in the effective implementation of the programme. Over the course of two-years you will provide initial training, yearly face to face visits and ongoing remote support.

Candidates for this role must have proven experience for leading CPD programmes in schools. We will support you to further develop your expertise in the Embedding Formative Assessment (EFA) programme. If this opportunity sounds exciting, complete the application form.

Key points to consider:

- All EFA Mentors will be required to attend two days of training in March or April 2022.
- Approximately one third of your contracted time will be required in June, July, and September 2022.
- EFA mentors must have the capacity to commit to, and work with schools over a two-year period.
- Visiting schools will require travel across the country and overnight stays.

If you would like to have an informal conversation about these roles, please contact EFA@ssatuk.co.uk

Applications close **Monday 21 February**.

Interviews will commence on **Tuesday 1 March and Tuesday 8 March**.

Initial training dates are on **Wednesday 23 March and Thursday 24 March**.

DIRECTOR OF TEACHING AND LEARNING (PRIMARY)



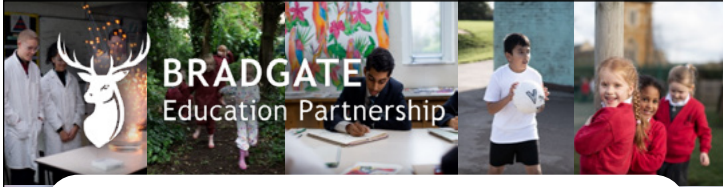
Duration of Post: Permanent | Probationary period: Six months
Salary: L10 (£52,723) – L20 (£67,364) per annum, depending on experience
Reporting to: The postholder will be line managed by the Director of Primary Education.
Work pattern: The hours of work shall be in accordance with the provisions set out in the School Teachers' Pay and Conditions Document

BDAT is looking to appoint an inspirational Director of Teaching and Learning. This is both a challenging and exciting leadership role. We are seeking to appoint a strong and proven senior leader who will build on the strengths that have been established across our 17 schools, so that they can continue to improve the educational and pastoral provision for all their students. Our goal is to transform the lives of our students, staff, and community and to inspire each other to continue to develop and improve.

BDAT is a Trust, a family of 17 schools. The 13 Primary schools have close working relationships supporting each other every day, you will become an integral part of the family. You will both lead and support teaching and learning across the schools. This is an exciting opportunity for a talented and forward thinking professional to make a sustained and substantial contribution to the growth and development of the academy and the wider BDAT family. You will supported by, and become, an interictal part of the central team

We hope the enclosed information is helpful and encourages you to apply; we look forward to meeting you.

Closing date: Monday 28th February 2022 at 9am
Interview date: Tuesday 8th March 2022
Start date: 1st September 2022



Head Teacher

Permanent 60%

L12 – L18 – £55,336 to £64,142

This is a very exciting time to join our Trust and we can offer a wealth of support and collaborative opportunities.

Whilst the task of leading a school is a challenging one, at Newtown Linford you will not need to do this alone.

Start Date: April 2022

We are seeking an excellent leader to join us at Newtown Linford Primary School. The new Co-Head Teacher will work collaboratively alongside our existing Co-Head and together you will continue to lead the school's current journey towards excellence. There is also the opportunity to lead the school full time for a temporary period to cover maternity leave until December 2022.

This is a very exciting time to join our Trust and we can offer a wealth of support and collaborative opportunities.

To apply for one of the positions and for further information please visit our careers website: www.eteach.com/careers/bepschools and search for the vacancy.



Chilmington Green School
The best in everyone™
Part of United Learning

Principal Designate/Principal

Location: Chilmington Green School, Ashford, Kent

Closing date: 25th February

Interview dates: 22nd and 23rd March 2022

Start date: September 2022

Salary: Competitive salary and benefits package

Chilmington Green School will be a co-educational, non-selective Secondary school, opening in 2023 as part of United Learning. It will open to a first cohort of 120 Year 7 pupils and grow to become a 6-form entry school with a sixth form of 240 pupils.

We are looking for an exceptional leader to be our principal, someone with the inspiration and commitment to create a vision for our new school and build the community that delivers it. We are looking for a leader who will create a culture of excellence and who shares the Trust's determination to bring out the best in young people. This is a unique opportunity to lead a new school from its opening day to its first set of A level results and beyond.

Find out more and apply <https://unitedlearning.org/careers.co.uk/>



Further information

To arrange an informal discussion about the role and to speak to the school's Regional Director Christine Raeside, please contact Beth Walker on beth.walker@unitedlearning.org.uk.



Encourage your teachers to become an examiner for Pearson!

Becoming an examiner has many benefits, for both schools and colleges, and teachers.

- Develop a deeper level of subject understanding
- Flexibility to work remotely around other commitments
- Help your students to progress
- Network with educational professionals
- Sharing expertise
- Progression and CPD

To find out more, visit our website

quals.pearson.com/pearsonexaminersw



Headteacher

Thomas Fairchild is a community driven school based in the heart of Hoxton. We embarked upon a partnership with New Wave Federation in September 2021. In our school we have a passion for high standards and want all our children to achieve their potential and be inspired to go beyond that. We aim to provide the best possible primary education in a stimulating and creative environment. The school works to develop a love of learning that is inspired by high-quality teaching that develops and builds upon individual strengths and talents. We expect all children in our school to reach age related levels, in line with national expectations, as a minimum and ensure that the barriers to learning are removed so that every pupil reaches their full potential.

The Thomas Fairchild Governing Board are looking to appoint a permanent Headteacher to work with them and the Executive Headteacher to deliver our vision, raise standards for our pupils and ensure Thomas Fairchild Community School is the best it can be.

Prospective candidates will need:

- Experience of leadership in schools in challenging circumstances at a Deputy Headteacher level
- Experience of processes and strategies which support school improvement
- Commitment and enthusiasm and aspirations for achieving successful outcomes for our pupils
- A thorough, in depth understanding of teaching and learning and assessment for learning strategies
- Excellent leadership skills and qualities to develop and motivate staff and engage the wider school community
- Excellent communication skills

HOW TO APPLY: Application packs are available at <https://education.hackney.gov.uk/jobs> or from the Federation Business Manager, Ms Alia Choudhry: achoudhry@newwavefederation.co.uk or 0207 254 1415. Visits to the school are warmly welcomed and encouraged so please contact the school office to make an appointment.

Closing date: Wednesday 9th March 2022 at 12pm

Interview date: w/c Monday 21st March 2022



Deputy Headteacher

We are seeking to appoint a Deputy Headteacher to work within our federation of three schools and join the Senior Leadership Team. In 2016, Grazebrook, Shacklewell and Woodberry Down Primary Schools formally federated with the New Wave Federation being established. We now have a joint pupil roll of 1600 pupils across three sites and hold Apple Distinguished School Status. We are looking to appoint a Deputy Headteacher who is passionate about teaching and learning and is able to lead our schools to further success.

The key focus for the new Deputy Headteacher will be;

- To work in partnership with the Executive Headteacher and Headteachers in a strategic capacity, to drive the school forward
- To line manage middle leaders, enabling them to lead their own phase groups
- To demonstrate inspirational and outstanding teaching by developing excellent teaching across the schools in line with the National Curriculum and Ofsted Framework
- To ensure the best possible outcomes for all children
- To strengthen and maintain community links

- To lead on the development of assessment across a school, strategically analysing the next steps for the school
- To deputise for the Headteacher in their absence

We have a passion for high standards and want all of our children to achieve their potential and be inspired to go beyond that. The successful candidate will have the challenge of making a substantial contribution to the continued development of our schools. This is an exciting opportunity for the right candidate.

HOW TO APPLY: Application packs are available at <https://education.hackney.gov.uk/jobs> or from the Federation Business Manager, Ms Alia Choudhry: achoudhry@newwavefederation.co.uk or 0207 254 1415.

Visits to the school are warmly welcomed and encouraged so please contact Ms Choudhry to make an appointment.

Closing date: Wednesday 9th March 2022 at 12pm

Interview date: w/c Monday 14th March 2022

PiXL

PRIMARY ASSOCIATE HOME BASED

www.pixl.org.uk

WHO ARE WE?

PiXL is known for its aim of wanting to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Whether it is a focus on reading, oracy, writing, numeracy, character education or establishing strong cultures, PiXL is committed to providing practical support and strategies to make an impact.

Our company culture is based on integrity, kindness, humility and pursuit of excellence, and those four things are at the heart of what we do and how we behave. The central leadership approaches that we talk about to schools are the ones we also use ourselves.

THE ROLE YOU WOULD PLAY

As a PiXL Primary associate you will provide high-quality support to a designated group of partnership schools, working with school leaders and their teams to implement PiXL strategies and resources to support their identified Wildly Important Goal and school priorities.

In addition, you will support the Regional Leader and the work of the Regional Teams to further strengthen and personalise the offer to our partnership schools.

WHAT YOU WILL BRING

Experience as a senior leader, demonstrating a high-level of skill in communication with the range of stakeholders you will work with.

An ability to work flexibly, creatively and with skills to lead and support associate meetings both face to face and online.

A willingness to 'buy in' to the PiXL principles and work with the wider PiXL Team to be actively involved in further advancement of One PiXL in schools.

A demonstration of interpersonal skills that focus on building positive and effective relationships with evidence of PiXL's Character and Competency Markers of Integrity, Kindness, Humility and the Pursuit of Excellence.

REWARD PACKAGE

- Salary: £46,000 (full time equivalent)
- Annual leave: 32 days annual leave, plus bank holiday days
- Flexible working
- Pension scheme – employer contribution 13%, employee contribution 6.5%
- Life assurance
- Health and Wellbeing initiatives including internal support, employee assistance programme and health cash plan
- Virtual GP service
- Discounted gym membership

If you want to find out further information, or to apply for the role, please email hr@pixl.org.uk.

The closing date to apply is **Monday 28th Feb 2022**.

Role to start September 2022.



BETTER FUTURE BRIGHTER HOPE



Trust School Improvement Lead

L11-15 (£54,091 - £59,581)

As our current postholder is leaving to become an Ofsted Inspector, we are now seeking to appoint an excellent Trust School Improvement Lead, who can continue the improvement of teaching and learning across the Trust. This post is to commence at the start of the summer term 2022.

The successful candidate will work in partnership with the Headteachers across the Trust to lead on an exciting journey to help all Schools within the Trust provide an inspirational education for all, helping every child to achieve the very best that they can.

Ad Astra Academy Trust in early 2022, will have grown significantly to 8 primary schools across the Tees Valley and the successful candidate will work in all of our schools. This is a unique opportunity for an ambitious school leader to undertake this key strategic role.

This post would ideally suit a teacher or leader that has led on teaching and learning; co-ordinated assessment or curriculum development within their own school, an Academy Trust, Local Authority or have been a Specialist Leader in Education for example.

The post provides the successful candidate with an opportunity to add significant experience of working for a developing, innovative and forward-thinking academy trust to their portfolio. If the successful candidate aspires to be a headteacher we would fund any leadership development such as NPQH or Future Leaders.

Please see our promotional Trust video "Thrive with us" via https://youtu.be/Apps8_Q1W5I

For a confidential, informal conversation about this exciting role, please contact Andy Brown OBE, Chief Executive Officer via: Andy.Brown@adastraacademytrust.com

Candidates must only apply using the application form provided; CV's will not be accepted.

Ad Astra Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As such the successful candidate will be required to undergo an enhanced DBS check.

Closing date for receipt of applications – 9am, Monday 7th February 2022.

The interview process is to be undertaken on the 14th and 15th February 2022.

Requesting an application form

Application forms and further details are available via the Ad Astra website site:

<http://www.adastraacademytrust.com/careers/>

Completed application forms to be emailed to **recruitment@adastraacademytrust.com**

Kernow Learning

CHIEF EXECUTIVE OFFICER



Salary: £150k maximum total package

(includes employer pension contributions and non-consolidated performance-related bonus)

Start Date: September 2022

Due to the retirement of our current CEO, the Board of Trustees is seeking an inspirational strategic leader to take up the role of CEO, who will continue to grow the Trust's regional reputation as an outstanding primary trust. Our new CEO will have a passion for, and demonstrable success in, school improvement, and will build on the current position of strong senior leadership and thriving schools. They will not only be a team leader, but also a team player, engaging all stakeholders to build excellent schools together.

Our ideal candidate will be a qualified teacher with school leadership experience, and Trust-wide leadership experience at senior level. They will have a broad understanding of school finance and academy trust operation. They will join our Trust at an exciting juncture as we move to open our new free school, Sky Primary, in partnership with the Eden Project.

We offer:

- A competitive salary
- Generous Employee Pension scheme
- Contribution to relocation costs (by negotiation with successful candidate as appropriate)
- A committed Board of Trustees
- A culture which seeks to be fair, developmental, and supportive of staff and pupils
- A focus on staff wellbeing, with access to our wellbeing services
- Generous holiday entitlement (35 days rising to 40 days) plus bank holidays
- Cycle to work scheme

There will be an opportunity to tour some of our schools at a date to be arranged (COVID-19 guidance dependent).

Application Process

Please refer to the **Information for Candidates** brochure for further information. If you require any further information or would like a printed copy of the brochure, please contact our Trust HR Manager, Jane King, on 01637 303106 or e-mail HR@kernowlearning.co.uk. Our CEO, Jennie Walker, is happy to have an informal conversation with potential candidates prior to applying. If you would like to arrange a conversation, please contact Jennie's PA (Bernie Blacklaw) on 01637 303106 to arrange.

Closing Date: Wednesday, 9th February, 2022

Shortlisting: Applications will be reviewed w/c 14th February, 2022.

Interviews: The interview process is planned to take place over two days on 28th February and 1st March 2022.

Application form can be downloaded from our website www.kernowlearning.co.uk

Please send completed applications to the HR Manager, at the address below

Kernow Learning is committed to safeguarding the welfare of children and follows the Safer Recruitment process; the successful applicant will be expected to share this commitment and will be subject to checks including an enhanced DBS and prohibition checks. We are an equal opportunities employer and welcome applications from all.

The HR Manager
Kernow Learning
The Old Cricket Pavilion
Treninnick Hill
NEWQUAY TR7 2JU

Academy Lead (Head of Academy)

Youth Challenge Secondary Academy

Permanent full-time position

Salary Leadership Scale 11-15 £54,091.00 - £59,581.00



Thank you for your interest in the post of Academy Lead at Youth Challenge Secondary Academy, part of the Bolton Impact Trust.

We are a 70 place secondary Alternative Provision Academy situated in Smithills, Bolton. We work with Key Stage 3 and 4 students who are either at risk of permanent exclusion or have already been permanently excluded from school.

Youth Challenge has been judged Outstanding by Ofsted in three successive inspections between 2008 and 2019. We are extremely proud of the work that we do with our students and celebrate all of their achievements with them.

We are now looking to appoint a dynamic, innovative and compassionate leader to take over from our retiring Academy Lead. We believe that the post offers a fantastic opportunity for the right leader.

We hope you will accept our invitation to visit us, to experience the sense of purpose and commitment felt by all of our visitors. There is an exciting buzz in Youth Challenge; our children feel safe and thrive and our exceptional staff team work tirelessly on behalf of our students.

You can find out more by visiting our website at

www.boltonimpacttrust.org.uk

To visit Youth Challenge, please contact Ruth Jackson on 01204 333872 in the first instance.

More details can be found in the attached job description and person specification.

Applications should be submitted via the attached form no later than **Friday 11th February 2022** to our Executive Principal Paul Hodgkinson at hodgkinsonp@boltonimpacttrust.org.uk

Shortlisting will commence in the week commencing **14th February 2022**

Recruitment and Selection Activities will commence in the week commencing **21st February 2022**

Bolton Impact Trust is committed to safer recruitment and pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to enhanced Disclosure Barring Service clearance. The Bolton Impact Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Director of Primary Education

Grade: L28 – L32 (£81,942 – £90,379) | Full-Time 52 weeks per year

Generous 40 days Annual Leave Entitlement

Location: Trust Central Team Office with travel required to all ELP academies

Reporting to: Chief Executive Officer

Responsible for: Academy Principals and Academy Improvement Roles



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

The Directors of Exceed Learning Partnership are looking to appoint an outstanding strategic leader to develop and articulate the vision, values and ethos of the Trust and to inspire and empower others to share in achieving these. This is a great opportunity for an exceptional individual to join a highly successful and rapidly- expanding Team, taking accountability and responsibility for academy performance and with a commitment to creating optimum educational opportunities for all pupils across the organisation.

The ideal candidate will have:

- A record of outstanding and inspirational strategic leadership
- A strong background in Teaching and Learning
- The drive and commitment to improving the life chances of all pupils across the Trust

The Director of Primary Education will work closely with:

- CEO
- Deputy CEO
- Academy Principals and teaching staff
- Central Trust leadership team
- Directors and Local Governing Bodies
- Local Authority, Department for Education and other educational partners

The Trust will offer:

- A dynamic, driven and supportive team of colleagues across the Trust
- A comprehensive programme of professional learning opportunities
- A commitment to providing the very best possible opportunities for the pupils within our care

For further information including the Recruitment Pack and Application Form please visit the Trust Website

<https://www.exceedlearningpartnership.co.uk/vacancies/> or contact the trust office via admin@exceedlearningpartnership.com or 01709 805175

Informal meetings can be organised with the CEO prior to applying by contacting **Janine Tuke (PA to CEO)** on pa@exceedlearningpartnership.com or by telephone on: 01709 805175

Closing Date for Applications:
Monday 21st February 2022 at 12.00 noon



Academies Trust

Chief Education Officer

Contract type – **Permanent | full time**
Salary range – **£121,574 to £131,006**
Location – **West Yorkshire (Hub Office located at BD10 9BG)**
Closing date – **February 10, 2022**



We're seeking an experienced senior education leader with the ability to further improve our existing 14 academies in West Yorkshire by drawing on the principles and values of cooperation. You'll lead, manage and work alongside Executive Headteachers, Headteachers, Academy Governing Councils and the Trust's range of educational partners to drive forward educational progress.



Any candidate must have an outstanding proven track record of school leadership and school improvement, and be able to demonstrate expertise in the primary phase in particular. This is vital for developing a high challenge and high support culture within the Hub in line with the overarching aims of the Trust. With a deep understanding of

effective school/academy improvement processes in both primary and secondary phases being essential, you'll have a positive approach to work and significant educational issues with a genuine desire to make a difference in some highly diverse and challenging communities.

You'll lead the Hub support team in West Yorkshire and be the ambassador for the Trust and cooperative values and principles in the region. You'll report to the Trust's CEO, and be expected to provide timely and well-considered advice and guidance to members of the Trust Board.

Contact

For an informal discussion about this post, please contact Chris Tomlinson, Trust CEO, on **07870 727825** or chris.tomlinson@coopacademies.co.uk

If you are interested in applying, download and return your completed form to centralrecruitment@coopacademies.co.uk by **Thursday 10 February | 4pm**



Westerton Primary Academy



Principal

Permanent

Salary: Group 5 (L23-29)

Closing date:

7 February 2022

Interviews:

10 & 11 February 2022

Required for **1 September 2022**

Westerton is an educational centre of excellence where we pride ourselves on our ability to develop all aspects of our learners. We are a large three form entry school at the heart of a supportive and welcoming Trust, looking for an inspirational and innovative leader to build on the

existing successes which our current Principal will leave as her legacy.

We can offer an opportunity to use your skills and knowledge to make a real difference to the children within our community. Our school is inclusive, valuing each and every person, embracing diversity and addressing individual needs through personalised approaches. We have confident and enthusiastic children who respect and encourage one another. In addition, we have skilled and knowledgeable staff, experienced Governors and Trustees.

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



DID YOU KNOW?

As a Schools Week subscriber, your organisation receives a

20% DISCOUNT

on recruitment advertising.

Online listings, classified advertising, and package options available.

Click here to contact our team

