



Students are getting a fair assessment. So should schools



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'Society created our disability – we are a language minority'



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Long-term outcomes data could transform schools



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## 'NO MORE MICHAELAS': HOW WHITE PAPER COULD KILL OFF NEW FREE SCHOOLS



MICHAELA  
KNOWLEDGE IS POWER



Reach Academy  
**Feltham**

**school21**  
FOR SUCCESS IN THE 21ST CENTURY

**XP.**  
EAST

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## Cambridge closer to teacher training exit after reaccreditation snub

- Prestigious university refuses to reapply for approval under government reforms
- Investigation reveals small school trainers join forces to meet new requirements

SAMANTHA BOOTH | @SAMANTHAJBOTH

EXCLUSIVE

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# SCHOOLS WEEK

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## WHITE PAPER

DO YOU HAVE A STORY?  
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# All MAT sector would mean 'death of free school innovation and diversity'

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The government's white paper risks the "death" of free school innovation and means the next Michaela or Reach Feltham might never come to be, a charity and pioneering heads warn.

The New Schools Network said institutions like Michaela Community School and Reach Feltham – often cited by ministers as showing the success of their reforms – would never have existed if single-academy trusts were banned.

Ministers want all schools in "families" – and fewer standalone academies. An impending schools white paper will set out how they plan to achieve their aims.

It's not clear whether the government will make an exception for free schools. *Schools Week* understands the government has discussed the issue, but no decision has been made – leaving the future of the original free school hanging in the balance.

Sophie Harrison-Byrne (pictured), the NSN's director, said having all schools in MATs was "undeniably clean and simple". But the "price we would pay for that homogeneity would be the death of one of the key drivers of innovation and diversity in that system.

"In a world with no room for the creation of new SATs, there would have been no Reach Academy Feltham, no School 21, no Derby Pride, no XP, no Michaela, no LIPA, no Fermain Academy, to name just a handful of these brilliant free schools."

Launched in 2010, free schools were initially a way for parents and teachers to open their own schools. But the programme has increasingly become a mechanism for more established academy trusts to open new schools.

In the last wave of successful free schools, 18 of 21 approved bids came from MATs.

The government has also placed less of an emphasis on the policy in political campaigns. The 2019 Conservative Party manifesto set no target for future openings.

Demographic changes will also have

## New Schools Network



an impact, with pupil numbers due to peak in 2024 and then fall. The NSN criticism is a rare intervention from the charity, which relies on government funding.

The potential omission of free school plans is also intriguing given DfE policy adviser Mark Leahy, spearheading the white paper, founded one of the country's first free schools, and once led the NSN.

But the DfE said free schools were a "core part of the government's plan to level up education standards across the country. We will set out our plans for approving further free schools in due course."

Seventeen per cent of free schools are still in single-academy trusts, compared to 11 per cent of other academies.

Harrison-Byrne added that others "have gone on to found their own family of schools."

A group of teachers opened Reach Academy Feltham in 2012. The school has smaller-than-average year groups and takes children aged four to 18.

Co-founder Ed Vainker said it was no "coincidence" that free schools doing "something different and successful, [which] have brought new ideas and energy to the sector, were set up by new providers. The independence felt essential to fully realising our vision. It would be a shame if that door was closed to other new providers."

XP School in Doncaster opened in 2014. The school doesn't have uniforms and uses an American concept called "expeditionary learning". The school is now part of the

XP Trust, which runs three free schools and five converter academies.

Chief executive Gwyn ap Harri warned "anything that is against being able to create innovative schools, I think dilutes the system. If it's only MATs that can create free schools, then you're just going

to get cloned schools, and XP wouldn't exist.

"We've taken on existing primary schools, for instance, and changed their methodology because we are now a MAT, but you have to start somewhere. You can't create a forest without planting a single tree."

West London Free School was co-founded by the journalist and education campaigner Toby Young in 2011. It promotes a "classical liberal" education.

The school went on to form the Knowledge Schools Trust, which now sponsors five academies.

Stewart Keiller, the trust's operations director, said they became a MAT "so the ethos that sparked a movement is now a group of five schools, with others in the pipeline".

He said there were "huge advantages" to groups of schools working together, but added he would "hope there is still a place for passionate stakeholders to find MATs that are sympathetic to their needs to get started".

Harrison-Byrne said "high impact" free schools had a "positive impact well beyond their school gates", but "with no mechanism for innovation brought by new SATs, a trust-led system could easily stagnate".

"It's only right that as a sector, we ask if that's a price worth paying."



## NEWS

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# Cambridge refuses to reapply for teacher training over 'prescriptive' reforms

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

The University of Cambridge moved a step closer to shutting down its teacher training programme after it failed to reapply for government approval amid concerns over reforms to the system.

While there will be a second accreditation round later this year, most providers have applied already.

The university said it was concerned about "important inconsistencies" in government plans, which many say force providers to follow a "prescribed" method of training.

A Schools Week investigation has found that the reforms have pushed several smaller school-based initial teacher training (ITT) providers into new partnerships. Other universities are also holding off reapplying.

James Noble-Rogers, executive director at the Universities' Council for the Education of Teachers, said it would be a "cause for concern" if the government lost any "high-quality" universities.

"Given that many operate at scale, even a small number could have a significant impact on teacher supply, particularly at a local and regional level," he said.

Teacher training applications are down 24 per cent on last year after a Covid boom, meaning recruitment has dropped below pre-pandemic levels.

We asked all 232 ITT providers if they had applied in the first reaccreditation round. Of the 44 that responded, 10 providers – representing nearly 1,500 entrants this year – said they had not.

Cambridge, which had 252 entrants this year and is rated 'outstanding' by Ofsted, said it had "significant concerns about a number of important inconsistencies which continue to prescribe and constrain how teacher training should be delivered".

These include the requirement for trainees to undergo periods of "intensive training and practice" and mentoring training.

The government has made all providers reapply to ensure they meet new quality standards.

Providers can apply in a second round in June,



but will miss out on government feedback if they skip round one.

A spokesperson for Cambridge said they were "seeking clarification" and "full reassurances" before deciding whether to apply in the second round. They also needed to "consult fully" with partner schools on the "implications for the partnership".

The University of Reading, rated 'good', is taking more time to "fully involve" school partners in the application process.

Four smaller SCITTs did not apply, instead joining partnerships with other providers.

In the east of England, Suffolk and Norfolk SCITT has teamed up with BEC Teacher Training and another SCITT in Essex to create a new provider called NESTT.

Anna Richards, executive leader at Suffolk and Norfolk, said they were "bringing together the best of everything we do and creating a really strong programme".

The government's ITT review, published in July last year and on which the reforms were based, predicted "significant market reconfiguration".

The University of Brighton Academies Trust, whose training is rated 'good', has decided to close its SCITT in Sussex this August.

A spokesperson said the decision was partly due to the market review "and various other national policy and funding changes which are challenging for small ITT providers like ours".

However, the University of Oxford and University College London, both vocal critics of the plans, have applied for reaccreditation.

A total of 14 universities and 20 SCITTs who

responded to our survey reappplied.

A survey by the National Association of School-Based Teacher Trainers in December found that 79 per cent of 146 respondents said they would apply in February, and nine per cent in June.

Eight per cent said they would merge with another provider, while three per cent indicated they would quit altogether by 2023-24.

The government was criticised for giving providers just nine weeks to meet the February reaccreditation deadline, with concerns that SCITTs with small teams could be hardest hit.

Nicki Rooke, director of the Alban Federation SCITT in Hertfordshire, said it put "an enormous amount of pressure" on the team when they "should be in school supporting trainees and mentors".

Professor Lynne McKenna, the education dean at the University of Sunderland, said that her team had spent time reapplying when their focus should have been on the significant drop in ITT applications.

University associations have called for more clarity on the new ITT system.

A letter to the schools minister Robin Walker warned that reforms which "increase the burden on schools, and potentially put schools off engaging in ITE, would be disastrous for the sector and profession".

Signatories include MillionPlus, the Russell Group, University Alliance and the Universities' Council for the Education of Teachers.

A Department for Education spokesperson said they were "pleased the majority of providers have applied for round one".

## NEWS

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# Doncaster free school wins reinspection after Ofsted conflict of interest allegation

JAMES CARR

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EXCLUSIVE

A school previously embroiled in a conflict-of-interest row with Ofsted says it has secured an early reinspection, despite the watchdog refusing to uphold its complaint.

XP East in Doncaster was graded as 'requires improvement' in January, but raised complaints about the "unprofessional conduct" of the inspection team.

The inspection was led by an inspector employed by the nearby Delta Academies Trust, just one week after XP's chief executive hit out at neighbouring schools for excluding pupils and "creating problems in our town".

Ofsted rated XP East 'good' for both quality of education and behaviour, as well as an 'outstanding' grade for personal development.

However, the watchdog found leaders did "not have the required knowledge" of the off-site provision for sixth-form students.

Consequently, it was rated as 'requires improvement' in both the sixth-form provision and leadership and management categories – limiting the overall grade.

In a letter sent to parents in January, headteacher Andrew Sprakes contested the 'good' grades for quality of education and behaviour, stating they were "world class".

He added: "Unsurprisingly, Ofsted did not uphold our complaints regarding...the unprofessional conduct of the team and their conflicts of interest."

The free school is part of the XP School Trust, famous for pioneering an alternative method of education focused on creativity as well as academic progress. Pupils are given increased freedoms, conduct their own research and do not need to wear uniforms.

One week before the inspection the trust was subject to a lengthy feature in *The Times*



newspaper, in which chief executive Gwyn ap Harri took aim at other Doncaster schools. He stated that the school had triple the number of permanently excluded pupils on roll and was "picking up the problems that other schools are creating in our town".

Lead inspector during the visit was Barry Found, who, according to LinkedIn, serves as director of quality assurance for Delta Academies Trust, which operates 15 schools in the Doncaster area.

An Ofsted spokesperson said they "could not find evidence of any wrongdoing" after "investigating the complaint".

Watchdog guidance states inspectors are expected to "declare all actual and perceived conflicts of interest and have no real or perceived connection with the provider".

ap Harri told *Schools Week* that Ofsted has "agreed to reinspect XP East as soon as they are able, and we have both agreed any matters are now resolved".

Ofsted said the school had requested an earlier inspection "which we have agreed to consider in line with our policy", but it claimed this "has nothing to do with Ofsted's conduct or the complaint received".

Schools rated as 'requires

improvement" will normally be inspected within 30 months of the report being published.

However, Ofsted guidance states schools can request an earlier graded inspection. The trust understands the next inspection will take place well before the usual 30-month threshold.

During the 2020-21 academic year, Ofsted "upheld or partially upheld" just a quarter of complaints lodged.

National Education Union general secretary Dr Mary Bousted warned that reinspecting the school "undermines" the complaints process. "If they don't uphold the complaint but redo an inspection, what Ofsted have accepted is that something is wrong with the original inspection."

Angela Sandhal, a judicial review solicitor who specialises in Ofsted disputes, said the complaints process was "very narrow" and in her experience the watchdog "never upholds complaints in relation to the judgment outcome".

A Delta spokesperson said that "experienced leaders from schools across the country form part of the inspection workforce" and during the inspection "the team was joined by a very senior HMI as part of Ofsted's quality assurance process".

The trust said a number of its staff served as Ofsted inspectors and it is "pleased to play our part in supporting the system".



Gwyn ap Harri

## AUGAR REVIEW

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# From caps on student numbers to changes in funding: everything you need to know about the uni shake-up

**Ministers have proposed a shake-up of university admissions and funding, including barring pupils who fail their GCSEs from student finance.**

**While plans to offer pupils their places after they receive their results were ditched, other changes were confirmed in the government's response to the Augar review of post-18 education.**

**Here's what schools need to know ...**

## 1 Barring students from loans could leave them better off, says DfE

Ministers are consulting on plans to bring in minimum entry requirements, which could see students barred from getting loans if they don't achieve either a grade 4 in English and maths GCSE or two Es at A-level.

The Department for Education estimates that around 4,800 pupils would be affected by the GCSE thresholds, while 6,200 would be affected by the A-level requirement. Students over 25 or with level 4 or 5 qualifications would be exempt.

An education lawyer warned that the proposals were "potentially discriminatory" towards pupils with special educational needs and disabilities. Leaders fear poorer pupils will be disproportionately affected because they are less likely to do well in exams.

The DfE's own equality analysis concluded that students with certain protected characteristics, such as those from black and ethnic minority groups and those with SEND, were "likely to be disproportionately impacted" by the proposed changes.

However, the DfE pointed out that "not all students" benefited from having a degree, and pupils who failed their school exams tended to perform poorly at university.

"It is expected that on average these students may be subsequently better off as a result," they claimed.

## 2 'Not the right time for major upheaval'

Plans to overhaul university admissions to offer students places based on their actual – rather than predicted – exam results will not form part of the government's reforms.

The government had consulted on a move to post-qualification admissions to "remove the unfairness" from the current system.

Although two thirds of consultation respondents were in favour, 60 per cent felt the models proposed "would be either worse than, or no better than, current arrangements".

Two types of PQA were proposed, which could have seen results day moved to July and the higher education year starting in October.

The DfE said it was not the right time for such a "major upheaval", with

respondents pointing out the need to focus on recovery after Covid.

The DfE pledged to continue its crackdown on unconditional offers, and to make the personal statement system fairer.

## 3 Start uni this year and save thousands, students told

The government said it would reduce the earnings threshold for student loan repayment from £27,295 to £25,000 for those starting next year. The repayment term will be extended from 30 to 40 years.

The government stated a need to "ensure the long-term sustainability" of the system, with the student loan book set to balloon to half a trillion pounds by 2043.

The announcement has prompted advice from the financial commentator Martin Lewis to current Year 13 pupils considering a gap year to instead start university this year to save money.

"For most, starting this year will save you thousands of pounds over your working life compared to delaying," he said.

Ministers will freeze maximum tuition fees at £9,250 until 2025 and abolish interest rates above inflation from 2023. The government claimed this would "reduce debt levels".

Ministers have said they will invest £75 million to support "talented [and] disadvantaged" students, and are "considering the case" for reducing fees charged for foundation years.

## 4 Admissions cap to stop 'race to the bottom'

Ministers want to "incentivise high-quality provision" by "considering the case" for student number controls.

They will explore whether such controls could be a "lever to tilt growth towards provision with the best outcomes for students, society, and the economy".

The DfE policy paper states that controls would "potentially be a significant method for prioritising provision with the best outcomes". It could also prevent a "race to the bottom", whereby "some providers are incentivised to compete by offering low cost, low value provision".

The document pointed out that student number controls had been a feature of higher education in England "for much of the last 25 years".





## NEWS

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# Randstad fails to reveal tutoring figures despite MP demands

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

The beleaguered National Tutoring Programme has yet to share basic data showing how many poorer pupils it has helped six weeks after MPs demanded it.

Robert Halfon, the education select committee chairman, said there was an “urgent” need for a public dashboard to allow scrutiny of the tutor scheme, run by the for-profit firm Randstad.

Figures released last month estimated that 302,000 tutoring courses began in the first term – just 15 per cent of the promised two million courses for this academic year.

*The Observer* newspaper reported that the government was “poised” to terminate Randstad’s £32 million contract.

In the House of Lords on Thursday Baroness Barran, the academies minister, gave the strongest warning yet that this may be on the table.

Responding to concerns about the programme, she said: “We’ve already made some changes, improvements are coming through, but we will not shy away from our responsibility to those children.”

Barran said that the government was working with Randstad on a “weekly basis”, adding: “We are not going to accept second best. This contract, as is normal with many government contracts, is on a one year, plus one year, plus one year basis, with break clauses for both sides. Our priority is delivering for children.”

The Department for Education declined to comment.

Karen Guthrie, Randstad’s programme director, pledged last month to share figures with the education select committee on how many children with special educational needs had been reached.

She also said the DfE would share “quality assured” figures “shortly” on how the NTP was meeting its 65 per cent pupil premium target.

Neither set of figures has been



Robert Halfon



released, despite now being halfway through the school year.

Halfon said the committee had also called for further evidence from Randstad on its reach.

“Without the data, there can be no strategy, and without this, the chances of improving the catch-up programme are few and far between,” he said.

“The DfE needs an urgent dashboard, school-by-school, to analyse where the catch-up programme is working and where intervention is needed.”

The DfE told *Schools Week* that it had committed to publish regular data, but that it was “reviewing the publication of more in-depth reporting to ensure quality-assured data is made public that accurately reflects the programme”. No timescale was provided.

The schools minister Robin Walker said earlier this month that the department was “considering the practicalities” of publishing regional data.

Stephen Morgan, Labour’s shadow schools minister, accused Randstad and ministers of “dodging scrutiny”. He said the refusal to release “basic information” was an

“admission of its failure”, adding: “Ministers must publish this information to enable improvements to be made.”

Meanwhile, the Equalities and Human Rights Commission said that it was concerned about the “limited availability” of data on learning loss and catch-up among protected characteristic groups.

In evidence to the education select committee’s inquiry on the government’s catch-up scheme, they said: “The current gaps in evidence mean that the impact of the pandemic on learning loss across groups with different protected characteristics remains unclear.”

Nick Brook, deputy general secretary for the school leaders’ union NAHT, said: “We already understand enough to know that there are some fundamental issues with the NTP that need to be tackled if government are to realise their ambition to deliver a tutoring revolution in schools.”

“Greater transparency may illuminate the issues more clearly but it is action, not data, that is urgently needed to address current challenges.”



Baroness Barran

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## NEWS

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## Top school risks 'cherry picking' accusations, watchdog rules

SAMANTHA BOOTH

@SAMANTHAJBOTH

A school must overhaul its "unfair" policy of admitting pupils based on their "suitability", with students asked for teacher references and a 600-word personal statement listing their hobbies.

Holland Park School, in west London, was found to have breached seven admission rules for sixth formers. The "unclear" and "unfair" policies put it at risk of accusations of "cherry-picking" pupils, an investigation by the Office of the Schools Adjudicator (OSA) found.

The heavily oversubscribed school gave priority to students based on their "suitability", but did not explain how this was determined. Admission requirements for prospective pupils included submitting a personal statement detailing what they "intend to contribute to the school" and "other interests".

Applicants were also asked for details of their current school and a teacher who could be approached for a reference.

Admission rules state that schools "must not take into account" any previous schools attended or reports about children's past behaviour, attitude, or achievement.

Schools are also prohibited from prioritising children based on their "past or current hobbies or activities".

Holland Park School, which is also facing investigations over a "toxic" working environment, denied using statements and references for admissions, but said that they gave the school a "richer appreciation" of a pupils' background after accepting a place.

Dr Marisa Vallely, the OSA adjudicator, said it was "misleading and unnecessary" to ask for information that was not used to allocate places.

She said that a lack of transparency around the admission procedure put the school "at risk of complaints about subjectivity and cherry-picking".

The school told the OSA that "suitability" was based on a candidate's academic profile, with GCSE results the "primary driver".

Students must achieve a minimum of eight grades of 6 or above, with minimum grade 7 in the subjects chosen for A-level, although admission documents stated that students were



"considered on an individual basis".

Vallely warned that the arrangements "give the appearance" that suitability was determined partly on GCSE grades and partly on the other personal information requested.

She ruled: "The arrangements do not explain how 'suitability' for admission is determined, rendering the procedures for allocating places unclear, unfair and not objective."

Vallely was also unhappy with the school's initial response to change the term to "academic suitability". She said the school should state explicitly that places were allocated based on GCSE results.

The school has until next week to make revisions.

A Holland Park spokesperson said that due to new trustees joining since the autumn, it could not comment on prior practice.

However, it accepted the judgment and said it was "currently revisiting both its policy and, crucially, its practice to ensure its processes are fair going forward".

Two investigations by the local authority and by the school into complaints by former staff and students of a "toxic" culture continue. New trustees have been parachuted in by government.

The Royal Borough of Kensington and Chelsea said last month that the "complexity" and "various sources of information and evidence gathering" had delayed the original three-month timescale. A report is

expected next month.

The school's long-serving headteacher, Colin Hall, was due to retire in August but left this month. The school did not say why.

He has been replaced by Arwel Jones, the former headteacher of Brentside High School in London.

The accusations of selective sixth form come as the government promises more of the institutions as part of its levelling up agenda.

Ministers said that new "elite" sixth forms would be established in areas with "weak" school outcomes.

However, a Schools Week investigation found that such schools were likely to have fewer poor pupils and recruit heavily from neighbouring areas.

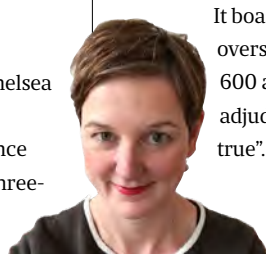
Julie McCulloch, director of policy at the Association of School and College Leaders, said: "It is essential that the admissions policies ... are open and transparent and that every young person interested in attending them has a fair chance to do so."

The adjudicator also suggested that Holland Park School may have overplayed the number of applications it received.

It boasts of being "hugely oversubscribed" with more than 600 applications for 120 places. The adjudicator said this was "not quite true". The trust declined to comment.



Colin Hall



Julie McCulloch



## NEWS

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# Catholic turnaround trust sets sights on coasting, cash-strapped and unwanted schools

TOM BELGER

@TOM\_BELGER

EXCLUSIVE

A pilot Catholic turnaround trust has had its remit expanded to take on schools in financial trouble or those that are coasting.

The Department for Education pledged £1.25 million last year for a new flagship Catholic trust to take over “inadequate” religious schools unable to find sponsors.

However, three of the six schools that the St Joseph Catholic Multi Academy Trust will take on are rated as ‘requires improvement’, with the first school joining next week.

Funding documents seen by Schools Week state that the trust will also seek to transform mismanaged, cash-strapped or unwanted schools.

The revelations have prompted criticism over the funding and scope of the trust.

A spokesperson said that St Joseph was “more than a turnaround trust. We are a Catholic home for schools at any stage of their development but which are characterised by wishing to work together and share best practice.”

Its website says it will focus on “short-term recovery and stabilisation” for schools in challenging circumstances, though some will need only “light-touch” support.

The aim is to pass them on to other trusts as “viable assets” and “capacity-givers” in two or three years.

The set-up now aligns with the government’s first northern turnaround trust, Falcon Education, which recently announced national expansion after taking on two schools since its 2019 launch.

All St Joseph schools are in the Liverpool city region and have academy orders. But three of the six – St Ambrose Primary School, St Augustine of Canterbury Catholic High School and St Nicholas’ Catholic Primary School – have since progressed to ‘requires improvement’.

Two other schools, the Trinity Catholic Primary School and St Chad’s Catholic and Church of England High School, are already taking “effective action” towards removing special measures.

The trust describes itself as “highly ambitious”, with a “higher appetite for risk than other MATs”. It will support schools in the Archdiocese of



Liverpool and Diocese of Shrewsbury and expects more schools in the summer and a third wave in the next academic year.

This could include those that are “coasting”, need “significant improvement” or have a “significant history of educational underperformance”.

The documents show that Catholic schools and trusts in financial trouble, and failing existing academies will also be eligible, along with those suffering financial mismanagement or with complex PFI or building woes.

Schools maintained by trusts with significant “financial issues”, liabilities or mismanagement are also in scope, as well as any trust subject to a financial notice to improve.

The growth signals a ramping up of DfE efforts to fix the chronic academy sector problem of SNOWs, or “schools no one wants”.

The “turnaround” and other Catholic academy pilots were announced last April, amid lower-than-average Christian school academisation rates.

Michelle Forrest, the headteacher of Holy Spirit Catholic Primary School, which joins the trust in April, said that opportunities for collaboration, staff development and extra funding would be “hugely beneficial”.

“We know we need to make changes, so it’s positive to be in a trust doing that rapid improvement,” she said. “There’s a little nervousness with any change in leadership – I joined in January too – but we look forward to it”

However, Keith Bradley, regional officer at Unison, which has staff at joining schools, asked: “Is £1.25 million value for money, or is it a government vanity project?”

Most trusts can only access capacity fund grants between £50,000 and £310,000, and other diocese MAT pilots without turnaround remits have received £100,000 or less.

A recent report by Sam Freedman, a former government adviser, warned that “significantly more capacity-building funding” was needed across the sector.

Bradley added: “Some of the schools have got themselves out of their difficulties and should be allowed to flourish. If they’re successful, they could join existing trusts.”

He questioned whether it was “logical” to make schools adapt to the new trust before adjusting to another one several years later.

Robert Cann, an education campaigner at the secular lobby group Humanists UK, said it would be “odd” if a designated turnaround trust ended up welcoming schools not in need of turnaround support.

The DfE has been approached for comment.



Keith Bradley

## NEWS

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# Watchdog warns of exam board 'burnout' after Covid chaos

SAMANTHA BOOTH

@SAMANTHAJBOTH

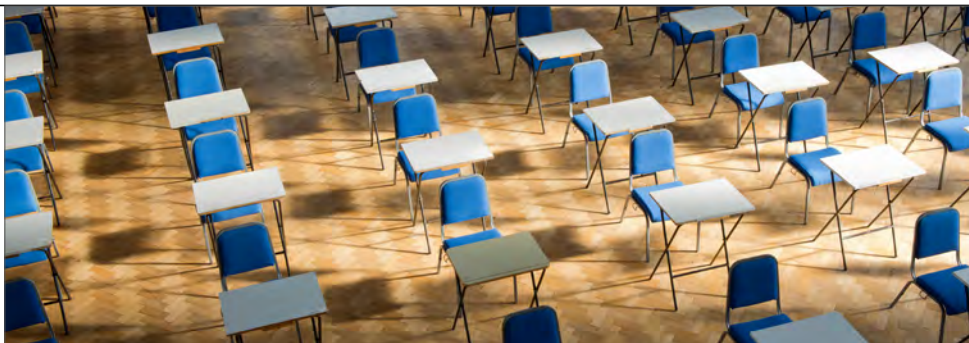
Exam boards may lose talented staff to "burnout" after two years of cancelled tests and constant change, Ofqual has warned.

The exam regulator's Qualifications Price Index 2021, published on Thursday, sheds light on how boards have coped with the move to teacher grades over the past two years.

It said that awarding bodies "highlight the compound effect" on staff who had to design and implement the changes, leading to "extended working hours and deferred annual leave".

Although they have "increased confidence" in making future changes, boards said that "in some cases the challenges from constant change and short timescales involved over the past two years may result in talent loss from the sector due to employee burnout".

But they hope that a move to hybrid working during the pandemic will help to retain staff.



Exam boards also warned of a "loss of muscle memory" about the "processes and procedures" involved in running an exam series.

The report said: "This leads to increased risk which will require increased planning and increased sector communications and training to mitigate, within both awarding organisations and centres."

The report highlights the annual price and operational changes across the qualifications sector by gathering evidence from awarding organisations.

It shows that the average price for all qualifications increased by 3.7 per cent

between 2020 and 2021, compared with 3.2 per cent between 2019 and 2020.

*Schools Week* revealed last year how schools were expected to pay millions of pounds more in exam fees – despite formal tests being cancelled.

However, boards gave rebates for GCSE and A-levels totalling £102.4 million last year.

Ofqual's report shows how boards saved money by not having to mark, print or distribute exam papers. It does not include specific figures.

The report acknowledges that boards also incurred "significant costs" such as quality assuring teacher-assessed grades.

FREDDIE WHITTAKER | @FCDWHITTAKER

## Government 'gaming the figures' on £24m breakfast club scheme

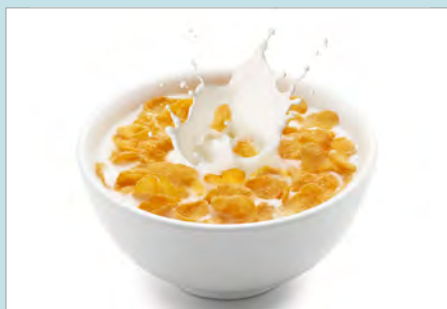
Ministers have been accused of "gaming the figures" on the government's flagship breakfast club scheme after it emerged that more than half of the clubs involved so far are not new.

The Department for Education said last month that more than 1,200 schools had signed up to the national school breakfast programme, which began last July and runs for two years.

However, data released under the Freedom of Information act shows that 772 of those schools already ran breakfast club provision before joining the government scheme. The figures suggest that fewer than 500 schools have set up new clubs since July.

Ministers said the new scheme, which has £24 million in funding, would reach "up to 2,500 schools" in disadvantaged areas.

Stephen Morgan, the shadow schools minister, said ministers were "disingenuously gaming the figures on their breakfast programme to make their underwhelming efforts appear more impressive".



"The government has treated our children as an afterthought throughout the pandemic and is letting them down once again," he said.

It is not the first time the government has been criticised over its use of data on the breakfast clubs programme. In 2020 *Schools Week* revealed that fewer than 300 of 1,800 clubs the government claimed to have "created or improved" in its first three-year scheme were new.

Magic Breakfast, which ran the previous scheme with the charity Family Action, did not

bid to be involved in the two-year extension. It warned that the fixed funding and wide reach of the scheme could compromise quality.

The current scheme also differs from the initial programme in that schools will have to pay 25 per cent of the costs when the subsidy is reduced from this August. Under the old scheme, all costs were covered by the government.

The subsidy was due to end in March, but the DfE announced an extension earlier this year. It also widened the eligibility criteria to include all schools with 40 per cent or more pupils in the most disadvantaged income bands. The threshold was previously 50 per cent.

A DfE spokesperson said it had seen "strong interest from eligible schools", but admitted that 772 schools who joined the current programme "were already running a breakfast club that was not part of a government-funded scheme".

Family Action was approached for comment.



NEWS

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# Flooded classrooms, collapsed roofs, crushed cars: schools count cost of storms

JAMES CARR

@JAMESCARR\_93

INVESTIGATES

Schools are resorting to fundraising after the barrage of recent storms caused tens of thousands of pounds worth of damage.

Schools were forced to close as heavy rain, snow and 100 mile-per-hour winds from storms Dudley, Eunice and Franklin ripped across the country. Leaders warned that the destruction "could have been deadly" had the closures not been put in place.

One school suffered more than £40,000 worth of damage after the storms destroyed its roof and flooded two classrooms.

While the cost of most repairs will be covered by insurance, classroom displays, decor and books might not be covered.

## Fundraising for 'things that make a classroom a home'

Storm Eunice destroyed the outdoor learning area at St Andrew's CE Primary School in Weymouth on Friday. The area was built 18 months ago and cost £12,000.

Sam Harris, the headteacher, said that the damage "could have been deadly" if the school had not closed after a rare "red" wind warning from the Met Office.

The school has already paid £1,400 to have the debris cleared, with total repairs expected to exceed £10,000.

While the money will be claimed on insurance, Harris said the school would launch a fundraiser to complement the insurance payout and rebuild a "sturdier structure".

Coates Lane Primary School in Barnoldswick, Lancashire, has also launched a GoFundMe campaign after storms over the weekend caused the roof in its Year 3 classroom to collapse and ruined teaching material and equipment.

Headteacher Sarah White said that repairing the "horrific" damage could cost more than £10,000.

Insurance will cover the bulk of the costs, but the school is fundraising for the "little things that make the classroom a home", such as decorations and books outside the normal curriculum.

It has already raised more than £1,700.

## New £19,000 biodome torn apart

In Essex, Boreham Primary School's £19,000



Coates Lane Primary School



Boreham Primary School



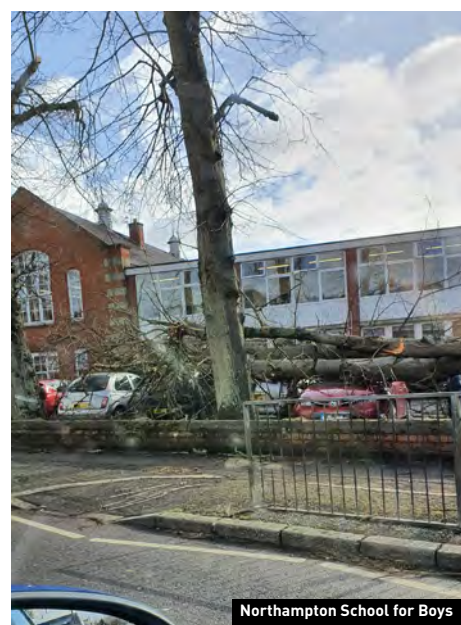
St Andrew's C of E Primary School

biodome was picked up by Storm Eunice and left in tatters after colliding with a fence. All of the vegetables and plants inside the dome were lost. Phone lines were also down at the start of the week due to storm damage.

The biodome was unveiled in 2020 to teach pupils about sustainability and the school is working with its insurers to replace it.

At Northampton School for Boys a large lime tree was toppled by strong winds on Monday, crushing one car and damaging three more.

Richard Bernard, the headteacher, said the



Northampton School for Boys

tree caused "considerable material damage" but no one was injured. As a "further precaution" the remaining trees on the school site were inspected.

Ormiston Chadwick Academy, in Cheshire, was forced to evacuate its gym on Friday after the top layer of the roof was blown off. The school is on half-term this week but community access has been cancelled while repairs take place.

## Heavy rains were 'like a tap running'

At Ranby House School in Retford strong winds

Continued on next page



## NEWS

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## Thin ice for 'snow days' as schools switch to online lessons

JAMES CARR

@JAMESCARR\_93

Snow days could be consigned to history after two thirds of schools forced to close during the recent storms kept pupils learning with remote lessons.

The advancements in technology brought about by Covid have been called a "silver lining of the pandemic", allowing schools to move easily between the classroom and remote learning.

Ofsted research last year predicted that remote schooling could be used in the future to provide teaching during snow days.

However, some leaders expressed scepticism about whether such measures should be used for a single snow day.

Many schools were forced to close last Friday amid heavy rain, snow and a rare "red" wind warning from the Met Office as storms Dudley, Eunice and Franklin ripped across the country.

Teacher Tapp statistics found that 90 per cent of schools in the southwest and southeast shut their doors, while the majority of northern schools remained open.

Of the schools that closed, two thirds offered remote learning to their pupils. The southwest reported the highest levels of remote learning at 53 per cent, followed by 48 per cent in the southeast and 29 per cent in the east of England.

Schools Week previously reported that Somerset and North Somerset councils had advised schools to switch to home learning. Closures were also announced in Devon, Cornwall and Gloucestershire.

**Access to remote learning triples during storm**

If schools are unable to switch to their own remote learning programme, pupils can continue learning through Oak National Academy.

Figures seen by Schools Week show that the number of pupils accessing the online school on Friday tripled week-on-week to 120,000. This falls just short of its record daily high of 130,000 on January 5, at the height of the Omicron variant.

Activity was greatest in the southwest and southeast.

Matt Hood, the principal of Oak, said it was a "silver lining of the pandemic, that pupils can now seamlessly move from in-class to remote learning when they are unable – in this case because of Storm Eunice – to get to school".

**'It limits how much pupils miss out'**

On Monday, St Benedict's High School, in Whitehaven, Cumbria, was forced to close after roof panels from outdoor shelters were dislodged during Storm Franklin.

The eight-foot-long panels posed a significant safety risk to pupils.

Deputy headteacher Steve Bridgman said that the school was immediately able to provide live online lessons for pupils – the first time it has used the technology for non-Covid related absence.

He said that the switch had been "very successful" and "limits how much pupils miss out".

**'Frosty reception' for end of snow days**

At Coates Lane Primary School in Barnoldswick, Lancashire, remote live lessons are being provided for Year 3 pupils after storm damage caused their classroom roof to collapse.

Sarah White, the headteacher, admitted that while the remote teaching was "the best option we have", it did place strain on parents having to log on and facilitate home learning.

She was unsure whether the school would move to a remote learning model for snow days, saying it would be "about judging on the day".

"If it was one random day off you would hope that the children would enjoy the snow and have fun," she said.

Geoff Barton, general secretary of the Association of School and College Leaders, said: "The extent to which remote education can be applied to events that are by their nature short and unpredictable remains to be seen, and corralling children online who are determined to have fun in the snow may receive a frosty reception."

## Schools count the cost of storms

from Storm Eunice ripped the roof off one classroom block on Friday and two classrooms were flooded.

The damage resulted in the flooding of two classrooms at the independent primary school.

David Thorpe, headteacher of the independent private school, said: "The roof's gone and we've had copious amounts of rain. It was like a tap running, there was a constant flow of water."

Just under 40 pupils across the two classes have had to be relocated as the rooms are deemed unsafe.

Electrics in the rooms need to be removed, as do large portions of the ceiling

to avoid further collapse caused by water damage. Repairs could exceed £40,000.

**Schools turn to their insurers**

All schools contacted by Schools Week were in the process of claiming against their insurance to cover the costs of the damage.

The Association of British Insurers said that "cover for storm damage is an integral part of buildings insurance and this would apply to schools".

Tilda Watson, head of education at Zurich Municipal, added that while "three storms in a matter of days is quite extreme", these events are part of "normal policies".



Ranby House School

# V CERT

# V CERTS

# CERTS

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## COVID

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# What does 'living with Covid' mean for schools?

**Twice-weekly home testing for secondary pupils and staff and the legal requirement to self-isolate came to an end this week as Boris Johnson set out plans for "living with Covid".**

**However, the public will be urged to exercise "personal responsibility" and schools will be advised to continue with many of the rules.**

**Here's what schools need to know.**

## 1 Twice-weekly testing scrapped for most schools...

On Monday the government lifted its advice to mainstream secondary school pupils and staff to do asymptomatic lateral flow tests twice a week. However, the advice remains in place for special schools, alternative provision settings and SEND units in mainstream schools.

## 2... but could be reintroduced for outbreaks

Schools "may be advised" by local public health directors or health protection teams to reintroduce asymptomatic testing in the event of an outbreak. The Department for Education's contingency framework for schools on how to respond to outbreaks remains in place.

The DfE told headteachers that delivery channels for Covid tests will remain open "so that staff and students of secondary age and above can access tests if needed to respond to local public health advice".

Schools should retain any surplus tests and keep track of stock, but have been told not to supply test kits to staff or pupils for home testing unless it has been reintroduced in response to an outbreak.

## 3 Isolation comes to an end ...

The law requiring people to self-isolate if they test positive for Covid ended on Thursday. Fully vaccinated close contacts and those under 18 will no longer be asked to test daily for seven days, and the legal requirement for non-fully vaccinated close contacts to isolate will also be lifted. Routine contact tracing will come to an end.

## 4... But positive cases still advised to stay home

The government is still advising everyone with symptoms or a positive case to isolate for at least five full days, and follow guidance until they receive two negative test results on consecutive days.

This guidance applies to school pupils and staff. However, the government will stop providing free tests to most of the public on April 1.

## 5 Remote education duty to expire next month

Most of the remaining provisions of the Coronavirus Act 2020 will expire on March 24, including the right for the government to issue temporary continuity directions to education settings.

One such direction is the current duty to provide remote education if pupils have to stay at home because of Covid.

However, updated DfE guidance still tells schools to "maintain your capacity to deliver high-quality remote education across this academic year".

## 6 UKHSA advice service to stop

The DfE wrote to headteachers earlier this week to tell them the UK Health Security Agency advice service will be decommissioned from April 1. However, the DfE's own Covid helpline will remain open.

## 7 Jabs for under-11s and boosters for vulnerable teens

The government has renewed calls for people to get vaccinated and announced two expansions of the jabs programme.

All 5 to 11-year-olds will be offered a dose of a Covid vaccine from April. Previously only the most vulnerable children in this group were eligible.

Immunosuppressed people over the age of 12 will be offered a spring booster jab if around six months has elapsed since their last dose.



Boris Johnson



# EDITORIAL

DO YOU HAVE A STORY?  
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## The Covid silver lining

We all know of the huge inequalities Covid has compounded in the classroom. But there have been silver linings, and we saw one this week. The storms that battered England this week and closed schools would, pre-Covid, have left pupils entirely without learning.

However, in our post-Covid world, schools are geared up for a sudden shift to remote learning. This sprang into action across the country as first Dudley and then Franklin hit.

Lessons moved to online and pupils keep learning. If schools were unable to provide their own lessons, the online Oak National Academy school is there to help out.

We were all unprepared for Covid. Schools hadn't harnessed the power of technology. But now we know what can be achieved, and the Covid crisis response showed that schools do not need to be stuck in their ways, or nervous about change. And it doesn't need a pandemic to spark them into action.

## It's simple: publish tutor figures

We are halfway through the school year, but absolutely no clearer on who the national tutoring programme is reaching. We just don't know whether poorer kids are getting the help they deserve.

The Department for Education tells us it is committed to publishing regular data, but it is reviewing what more can be released.

It begs the question: why weren't these processes set up much earlier? This has only come about because the flagship scheme is tanking. It shouldn't have to take outrage and calls for the contract to be revoked before there is movement.

We want to write positive stories about the NTP – no one wants it to be a failure.

Ministers are right to be proud of its creation. But without regular data, how will we ever know? And if the stats do show that work needs to be done – then we need to know. It's too important to be brushed under the carpet.

**SCHOOLS WEEK**



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# Profile

JESS STAUFENBERG | @STAUFENBERG.J



## 'Society created our disability - we are a language minority'

**Deafness shot into the national consciousness recently with a deaf contestant on Strictly Come Dancing. But award-winning teacher Matt Jenkins shows Jess Staufenberg how many assumptions still need unpicking**

**C**lear messaging during the pandemic has not been, by anyone's standards, a strong point of the UK government. The proliferation of jargon alone was confusing: PPE, superspreaders, key workers, tiers 1, 2, 3, contact tracing, lateral flows, PCR, herd immunity, SARS-Cov2 and my personal favourite, "flattening the curve".

Then the ever-changing rules: mixing

households, hugging or elbow bumping, drinking but only with a "substantial meal", and so on. As a hearing person, I could have benefited from an instructions manual.

Now imagine that your language is visual, not verbal, because you are deaf. Then imagine the government doesn't include a British sign language (BSL) interpreter during its Covid announcements, for

months on end. It seems like a colossal oversight, especially given the national support last year for Strictly Come Dancing star and deaf contestant Rose Ayling-Ellis.

"There was no information – we were like second-class citizens, and for the children, it was even worse," says Matt Jenkins, a lead BSL and deaf studies teacher at the Deaf Academy in Exmouth. "Historically, we've always had to battle for information.



## Profile: Matt Jenkins



With Covid there was all this new language coming out, but no interpretations."

In November, Jenkins won the 'lockdown hero award for learner and community support' at the Pearson teaching awards, alongside his colleague, Jo Fison. I've travelled about five hours to visit his school in Devon, a non-maintained specialist provision with a long history and currently 58 students on roll, aged between seven and 22, including residential placements.

When Covid hit, the school's new state-of-the-art site wasn't finished because of delayed building materials. The school's old site had already been bought – meaning students were stuck at home, surrounded by a pandemic not being explained to them in their language.

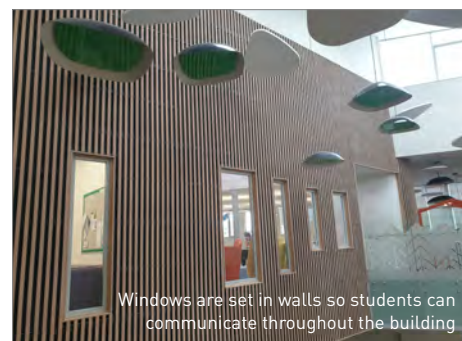
So Jenkins set up his 'Ask a Deaf Teacher' YouTube channel, and families were invited into Zoom sessions. He and staff also sent home "exciting parcels" with activities for students, such as building boats and taking photographs. "We had to make sure that as the language around the pandemic evolved, they could understand it. It was a lovely informal environment. I really appreciated that time together."

Jenkins is talking to me through BSL, which is being translated at lightning speed by Vanessa Larkin, a translator at the academy. It means they are looking at each other, in order to communicate, and I look at Jenkins, trying to match what he's saying to the words Larkin is pouring out at my side. It is the most extraordinary crash-course in what language is and does.

Jenkins' award only scratches the surface of what makes him a tour-de-force



Desks in classrooms are set in horseshoe shapes so students can see each other to communicate



Windows are set in walls so students can communicate throughout the building

## "There was all this new Covid language coming out, but no interpretations"

educator. With endless explanations and recordings to ensure my comprehension, he explains more to me about deafness in two hours than I've ever learnt in three decades.

First off, students are on a "deaf spectrum". We walk around the school, so he can show me what he means. Some will arrive fluent in BSL (such as those, like Jenkins, who grew up with deaf parents – but this only accounts for five per cent of deaf children. The rest grow up to hearing parents). Others will have grown up with "oralism", which means communication through lip-reading and speech. Many are bilingual in both languages, and the school must cater for that.

So for instance, windows to the outside world are small and high, Jenkins explains,

because if the sun is in someone's eye they will struggle to see people talking to them. Absorbent soundboards in classrooms prevent distracting echoes from interfering with sensitive hearing technology. Beside the whiteboard is a "traffic light" system of red, yellow and green lights, so all students can see when the noise in the room is getting high, and possibly distracting. There are windows on the inside walls of classrooms too, so people in corridors can eavesdrop without having to enter the room. When someone does want to enter, a light flashes, meaning door knocks aren't needed.

The school is an environment in which deafness is factored in, rather than ignored. In other words, the language of the deaf

## Profile: Matt Jenkins



Jenkins and Vanessa Larkin, an interpreter in British Sign Language, outside the Deaf Academy

community is properly possible here. Jenkins then says something which turns my assumption about deafness on its head.

"What you have to remember is that society created our disability for us and for our students," says Jenkins. "We are a language minority, that's all."

Students often arrive at the school "confused about their deaf identity, and not aware of deaf culture", he continues. I have to interrupt: what is deaf culture? Jenkins smiles.

"Interrupting, for example," he laughs – deaf people say what they mean and are often blunter than an oral person speaking English (I remind him that I'm half-German and so it would probably go down a storm over there). "There's also a really visual humour, which needs lots of space," says Jenkins, leaping up to tell a joke with great exaggeration. "That's why the corridors are so wide here, so you don't end up hitting someone." This is a very physical, expressive, 3D culture.

And what about deaf identity? "It's a bit like LGBTQ+, where a young person is asking, am I straight, am I gay? So they're coming here and looking around and asking, am I hearing, am I deaf?"

This can be known as "big D deaf" or "little d deaf", Jenkins continues. "Big D deaf is where you're really like, 'I'm deaf!'" It's about being proudly deaf, a core part of your identity. "Little d deaf is almost more of a medical perspective, like you've got a hearing impairment." Jenkins is not a fan of terms like "profoundly deaf" (which the school's Ofsted report uses), since it

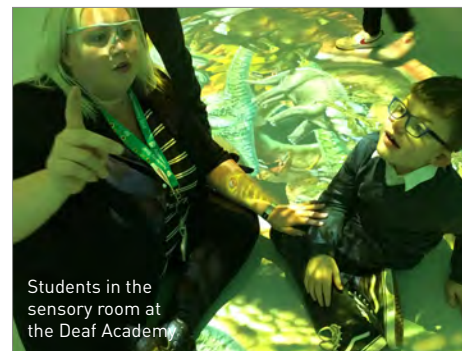
### "Students often arrive at the school confused about their deaf identity"

assumes there is something deeply wrong with the student. We wouldn't say someone was "profoundly black", I reflect.

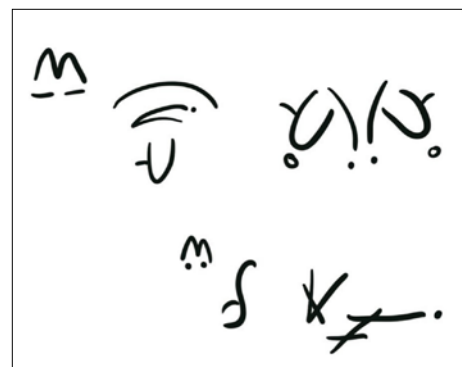
So why is this not a louder national conversation? "People don't realise you have an identity there," Jenkins nods.

He says deaf history is an important part of developing this. One key date astonishes me: in 1880, a conference in Milan banned sign language in schools across Europe and the US, believing oralism to be "superior". The law led to many deaf teachers losing their jobs, no longer able to speak their first language. BSL was only allowed again in English schools in 1975, says Jenkins.

The struggle of deaf history is alive right now, too. Technology, such as web cams and Zoom, has revolutionised the world for deaf people, says Jenkins (he remembers when his parents' generation had to use a "minicom" – a phone that typed). But basic rights are still lacking. Only now is a bill – backed by government – making its way through parliament to make BSL a recognised language in England, which would drive up accessibility rights for the community. Although it was recognised as an "official" language by the UK



Students in the sensory room at the Deaf Academy



Jenkins is developing a written script for British sign language

government in 2003, it does not have legal status.

"We need to think of this as our fourth indigenous language," says Jenkins. (Extraordinarily, he is also doing a PhD where he is designing a written form for BSL, using symbols, or "glyphs". If it works, it would be the first-ever sign language script of its kind.)

By this point, I'm so desperate to communicate directly with Jenkins, I'm feeling pretty cross BSL wasn't offered at school. Should it be?

"Some primary schools are doing it – but deaf people should be teaching it, and there are still lots of barriers for them." But there's the next challenge – only last week a report revealed the number of fully qualified teachers of the deaf has fallen by 16.5 per cent. There are now only 887 fully qualified teachers of the deaf, compared with 1,062 in 2011, according to the Consortium for Research into Deaf Education. "We need more role models. It's a desert out there."

Jenkins is bent on helping his students build confident and secure identities and senses of self, rather than feel inadequate or disabled. It's truly awe-inspiring. Let's hope his work keeps getting louder and louder.



# Opinion

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RACHEL DE SOUZA

Children's commissioner

## We must support children to understand what is happening in Ukraine

This week a generation of children saw war in Europe for the first time. Children in England will be acutely aware that on the other side of Europe a country full of children just like them will be waking up and going to school in fear. War in Europe is an experience that has shaped generations before, from the 'baby boomers' growing up in the aftermath of World War Two to the 'millennials' who watched the siege of Sarajevo on BBC Newsround. We all hoped this spectre had been consigned to history.

Children today are a generation who feel connected across the world through social media. Whether it is through the Champions League, the Eurovision Song Contest or parkour videos on YouTube, children in England and Ukraine have a set of shared experiences and cultural reference points. Having worked with children for 30-years, I know how keenly children will feel this. If there is one thing that came out of the Big Ask survey I ran last year, it is that

children care passionately about the world around them, especially other children.

We should not hide what is happening, but support children in understanding it. We must remember that children can find solace in being part of a wider community that is comprehending and responding to these events. Children can use these experiences to find their voice and become empowered members of society. Growing up in Scunthorpe, my first civic



Rachel de Souza's uncle Simon Romanovich Telewny, who was from Ukraine

“Children can use these experiences to find their voice and become empowered members of society

act was writing – in Ukrainian – a letter to the Prime Minister, Margaret Thatcher about jailed Ukrainian dissident Valentyn Moroz who I had learnt about from my Ukrainian grandfather.

Her response – also in Ukrainian – made me feel that my actions could count, and six months later he was free!

I hope today that a generation of children will be able to feel similarly empowered by showing their support for the children of Ukraine. They might want to write to their MP or to the Ukrainian Embassy, children may want to use art or music to express their feelings.

I have today reached out to my Ukrainian counterpart to let him know that the thoughts of England's children are with the children of Ukraine, and I want to use this opportunity to send them a direct message: діти Англії думають про вас (the children of England are thinking of you)



Residents of Chuhuiv stand in an apartment that has been severely damaged by a Russian bombardment



Opinion

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



GARETH STEVENS  
CEO, Inspiration Trust

Exams take us back towards normality - now for league tables

**Ofqual is ensuring students get the exams they want in the fairest way possible, writes Gareth Stevens, but schools are still being let off the hook**

Ofqual's decision to publish 'advance information' ahead of exams has taken us a welcome step closer to a return to academic normality this summer. Although the decision to use teacher-assessed grades for the past two years was an entirely understandable one, it simply didn't work in favour of our young people.

It's fair to say that many had hoped for a little more from this advance information. This is particularly true in some of the sciences, which had different topics removed from higher, foundation, triple and trilogy courses. Teaching a class with multiple qualifications has become quite difficult as a result!

That said, there is also a sense that the timing was absolutely right, allowing institutions to finish off teaching the syllabus before they start their final exam preparations. This is really important – especially for GCSE pupils – because if they intend to continue studying these subjects at A level, they will need this foundational knowledge, and will

have to know these concepts, before developing their learning further.

All in all, what we've been given is still hugely helpful for pupils to ensure their revision is as targeted as possible. And importantly, it will

“**Ofqual should be applauded for this year's arrangements**”

help compensate for the learning that has been lost over the past two years ahead of their examinations.

And it is only right that they continue to take these exams. Pupils currently in year 13 did not have traditional examinations in year 11. Cancelling them again this year would have seen them go on to university without ever taking a serious examination and would have done them a complete disservice.

Unfortunately, we know that there is just too much variance when it comes to teachers assessing their pupils; not due to unscrupulous individuals, but just because different systems will inevitably come up with different results. This means that even with the best will in the world, we simply cannot compare, or be fair between students in different schools.



As well as being grossly unfair to individuals, this also risks wider society losing confidence in our pupils' grades. Without a fair and standardised examination process, employers and the general public

will continue to read stories of rampant grade inflation through alternative assessments and may well look down on these pupils' achievements.

Meanwhile, pupils themselves deserve to have confidence in their grades. In a survey of our year 11 and 13 pupils across the trust, 60 per cent said they would prefer to have their grades decided by an examination system, with 71 per cent agreeing that exams are the fairest way of gaining qualifications.

The survey also found that pupils were hugely in favour of the advance information, giving them a sense of which topic areas would come up – with 92 per cent agreeing this would reduce their anxiety over the coming exams.

Overall, 61 per cent said they would rather sit a formal examination than

have their grades decided by teacher assessment – a clear endorsement – and they also said exams were an important motivator and kept them focused on their work. In fact, our students were even happy to go on national television to argue in favour of bringing exams back. They said they wanted to showcase all the work they'd put in, and looked forward to receiving certificates with grades they could trust.

What helps is making sure they feel the process is fair, and that they feel supported in taking exams. This year's arrangements help to strike that balance, and allow us to keep their wellbeing at the heart of our preparations for this important milestone for them. Ofqual should be applauded for it.

But it's only one step on our wider move back towards normality. The next important step needs to be the reintroduction of performance tables to ensure there is transparency about how schools have performed as a whole.

Without them, we are missing a crucial accountability measure. Too many poorly performing schools have been able to escape any meaningful scrutiny, which further lets down our young people.

# Opinion

DO YOU HAVE A STORY?  
CONTACT US [NEWS@SCHOOLSWEEK.CO.UK](mailto:NEWS@SCHOOLSWEEK.CO.UK)



**SARAH TAUNTON**  
Head of programme,  
Professional Pathways, Ark

## Long-term destinations data could transform schools - and lives

**Data on long-term educational outcomes is transformative for us and could be for all schools, writes Sarah Taunton, if only it was more forthcoming**

The government's sustained outcomes data, which tracks young people for up to a year after leaving school, paints an incomplete picture of our students' destinations. The government's Longitudinal Educational Outcomes (LEO) data, on the other hand, tracks young people's economic outcomes for over a decade after they leave. Unfortunately, this data is not currently provided at the school or college level, and this is a missed opportunity to inform a rich, data-led approach to improving young people's longer-term outcomes.

This week, the Edge Foundation, in partnership with the National Foundation for Educational Research (NFER), publishes a report that explores how LEO data could be used to produce shorter and longer term destination measures. Doing so would not only support schools with their careers guidance but also inform future policy making.

At Ark we already place a strong emphasis on using destinations data to inform how we support our students to access university,

employment or apprenticeships. We collate internal data (such as each student's intended and final destinations) and external data (the current sole source of which is the short-term sustained outcomes data). These combined sources provide an invaluable measure of whether the trust is successfully improving destinations quality over time.

And that quality is really strong, but in terms of students sustaining that destination for six months or

**“This data could help us tackle issues much sooner**

more, like so many other trusts, we're still not where we want to be. The data we have informs careers provision lower down in our schools so that by the time they reach sixth form, students make well-informed choices about best-fit destinations. We also recently appointed Sarah Cullen as our new head of destinations to develop a granular strategy that delivers on this tailored approach to careers provision.

A key aspect of her role involves analysing currently available



destinations retention data to understand why students drop out of university or apprenticeships. Looking at factors such as geography, teaching style and contact time, cultural influences and caring responsibilities at home, Ark can determine why some institutions turn out not to be a good fit for our alumni. In turn, this informs our destinations strategy for existing students.

What we've learned from the

process is to look out for surprises amid this raft of information. Teachers, parents, and students often make assumptions about destinations, but these aren't always backed up by the data. Identifying patterns that don't marry up with these assumptions means we can work backwards to find the real story and then decide what needs to be added to (or subtracted from) our careers provision.

For example, some Muslim students are unable to access university because taking out loans

with interest is forbidden by Sharia law. While the data doesn't point to this fact directly, it provides links or hints, allowing Ark to spot the problem and devise solutions. After identifying a barrier, the data can also help decide whether to work around it or remove it completely.

Along with our current raft of measures, the potential to access longer-term destination measures could transform our strategy. LEO data could help us tackle the issues we see manifesting much sooner, with more targeted interventions, and it could potentially inform parent-teacher communication strategies from primary school upwards, too. It could help us build partnerships with selected universities to support higher education readiness and transition.

More than that, richer data about alumni outcomes over a decade after they leave us could provide us at network level with a transition measure for schools that join the trust. It could allow us to identify how long it takes them to move from, say, special measures, to having long-term positive outcomes for their community.

After all, our efforts are about so much more than preparing young people for the exams they sit with us. To set them up for successful lives and careers, we need better data than their school qualifications and a year's sustained outcomes.

Access to the LEO database via NFER is already improving our practice. Easier access and better data could be transformative for the school system.

Edge's report on how longer-term destination measures could inform your destinations is available [here](#). To request your institution's data, contact [destinations@nfer.ac.uk](mailto:destinations@nfer.ac.uk)

# Opinion

DO YOU HAVE A STORY?  
CONTACT US [NEWS@SCHOOLSWEEK.CO.UK](mailto:NEWS@SCHOOLSWEEK.CO.UK)

**Misinformed criticisms of our work show reconciliation of the reading wars is still some way off, write Alice Bradbury and Dominic Wyse, but we remain committed to it**

Our 'landmark study' on the teaching of phonics and reading, along with its accompanying open letter to education secretary Nadhim Zahawi, attracted a range of press coverage, including in Schools Week.

To briefly summarise one of our main arguments, we think that the teaching of reading in England has become unbalanced and hence is not as effective as it should be. We also discuss how England's national curriculum programmes for teaching reading are significantly different to successful English-dominant regions such as Canada, Ireland and New Zealand. We cite evidence from a survey of teachers that suggests that a 'phonics first and foremost' approach has become dominant in early years and key stage 1 classrooms in England and question whether this aligns with the existing research evidence.

The overwhelming response to this work has been positive, with hundreds of comments online and personal correspondence from academics, teachers, parents and grandparents keen to discuss the use of phonics and their own experiences of teaching children to read. In fact, since publication we have received further evidence of how much phonics can dominate – with children spending hours a day on phonics alone and separate phonics lessons distinct from other aspects of literacy.

There have also been some academic discussions about research methods and approaches to reviewing existing research, which we will respond to

**ALICE BRADBURY**

Professor of sociology of education, UCL Institute of Education

**DOMINIC WYSE**

Professor of early childhood and primary education, UCL Institute of Education



## Dismissal of research leaves us stuck in the reading wars

through events and further articles. In the meantime, our intention to provoke discussion about the way in which we teach reading has certainly been fulfilled.

A very unfortunate aspect of this ensuing debate, however, is that a

that, on the basis of a range of robust evidence, a balanced instruction approach is most likely to be successful.

Similarly, Tarjinder Gill in these pages argued that "they allow their attachment to whole language

**“Some of these comments have been dismissive and offensive**

small number of loud voices have disrupted the more productive discussion about research evidence and its use in policy and practice. Some of these comments have been dismissive and offensive, with some criticising us personally rather than dealing with the arguments presented in our paper.

Critics have also been allowed to publish entirely untrue statements. For example, Nick Gibb's *Daily Telegraph* piece states that we argue for a 'whole language' approach to replace phonics. This is factually incorrect. Instead, we specifically call for "a new more careful consideration of the strengths and weaknesses of whole language as an orientation to teaching reading". Gibb also fails to accurately report our main finding

instruction to narrow the scope of their research", and that our conclusions were "foregone". Gill's comments that we lack the ability to conduct a critical examination of policy and that we are out of touch and out of date are outrageous and unwarranted personal attacks. For several decades, initially as teachers and then as researchers, our work has focused on teaching, literacy and educational policy. We urge readers to read our paper and not to rely on these second-hand accounts which mischaracterise our arguments.

Ironically, the criticism that our conclusions were foregone appears to be the problem with many of the phonics advocates' responses to the debate. Instead of engaging seriously with our arguments, they



opt to describe us as 'extremist pedagogues' or 'progressives'.

Unfortunately, the DfE appears to have been influenced by some of those same loud voices. In his response to our open letter, minister for schools Robin Walker cites 'concerns' raised by "commentators, including teachers and academics" as a reason not to engage with the evidence-based arguments of our paper or the open letter. Disappointingly, the response goes on merely to describe what the government is doing, cherry-picking some evidence that supports the department's policy.

We remain committed to reconciliation in the 'reading wars'. Perhaps building a consensus could begin with these ideas in relation to policy and practice in England:

- phonics teaching is one important part of teaching reading;
- undue emphasis on phonics, isolated from teaching whole texts, is unlikely to be the optimal way to help children learn to read;
- more emphasis on reading comprehension is needed.

We all agree that children's life chances are at stake if our teaching of reading is not the best it can be. Rather than a justification for launching attacks on education research and researchers – or indeed on practitioners and policy makers – this really ought to be cause for collaboration.



# Opinion

DO YOU HAVE A STORY?  
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**DANUTA ZALEGA**  
Librarian,  
Lilian Baylis Technology School

## Diversifying literature? Talk to your librarian

**The school library is the perfect place to showcase and support initiatives to offer pupils a broader English literature curriculum, writes Danuta Zalega**

The Black Lives Matter movement was a pivotal moment, kickstarting a hugely important opportunity to rethink our approach to how we reflect the lives of our students in teaching. In the wake of that movement, research from Penguin Books and the Runnymede Trust for their Lit in Colour campaign revealed that although 34 per cent of young people in England identify as Black, Asian or minority ethnic, fewer than one per cent of GCSE English literature students study a book by a writer of colour. This shocking data shows just how stark the problem of representation is, and the need for us to adopt a wider view of the books held by school libraries.

Since then, half of all state schools in the UK have responded to Lit in Colour's call out to apply for a donation of books by writers of colour from Penguin for their libraries. But still too many schools have not yet considered how to diversify English literature texts.

And we know why. Research shows that teachers face challenges including lack of resources, budget and time, as well as a lack of confidence in talking about race in the classroom. But while support exists to deal with the first three of these barriers, that last one – confidence – is particularly pertinent.

The launch of new impartiality guidance for the Department for Education last week, stressing that teachers should exercise care in

their teaching of “contentious” issues such as imperialism and racism, and specifically naming Black Lives Matter, could have a stifling effect. With many teachers already nervous about saying the ‘wrong thing’, we must be very careful not to deter them from speaking about race and representation. What’s needed is practical support for them to do so.

But in a sense, it’s about so much more than that, too. Curriculum doesn’t just take place in the classroom, after all. And making a



more diverse range of texts more easily accessible isn’t just the job of teachers.

As a school librarian, I’ve seen students’ faces light up when they find a book that resonates with them, or a character that reflects them, their background and their broad aspirations for the society they want to live in. I’ve seen the buzz from students reading *The Hate U Give*, for example, who would never normally engage with a fantasy adventure story. Books create belonging, boost wellbeing and communication skills and

adventure and comedy all still feature largely in our library and teaching. But now we have many more Black authors on our shelves too. Fantasy from Tomi Adeyemi’s *Children of Blood and Bone* and Neal Shusterman’s *Scythe* series sit happily in tutor reads alongside the historical fiction of Jewell Parker Rhodes’ *Ghost Boys* and *Black Brother, Black Brother* and Sharna Jackson’s *High-Rise Mystery*.

We have gained so much from broadening the options available. This isn’t about removing classic texts from the curriculum, which will always have a key place in the classroom. But we must broaden the stories and voices young people study and read. The books from Black authors we’ve selected cover similar ground and in just as high a quality; they just hadn’t been considered or chosen for inclusion in schools before.

We are making good progress, but there is still so much to do. And for those who haven’t started, there’s really no reason not to. Greater diversity of literature in schools benefits everyone. That’s not a contentious statement.

And while you put the support in place to empower your teachers to deal with controversial issues in the classroom sensitively, the library is the perfect place to get on with that broader goal.

“Curriculum doesn’t just take place in the classroom”

increase our understanding of the world around us; and we can’t afford to limit who gets to experience that.

I worked together with the head of English at Lilian Baylis to spearhead our response to the lack of representation in the books we were teaching. I was given the opportunity to research and purchase books outside our previous remit – I chose 20 books per school year, in addition to copies for our library.

Fiction set in the Jacobean period, novels about World War II, fantasy,

# Reviews

## PODCAST REVIEW



### The Trojan Horse Affair

**Presenters:** Brian Reed and Hamza Syed

**Publisher:** New York Times and Serial Productions

**Reviewer:** Will Yates, more able lead, Barnhill Community High School

*The Trojan Horse Affair* takes as its starting-point an anonymous letter leaked in 2013, which alleged that several Birmingham schools had been infiltrated by Islamist extremists. Despite its widely acknowledged status as a forgery, the letter prompted swingeing changes to safeguarding policy, a wave of investigations targeting Muslim teachers and governors in Birmingham, and dramatic showdowns between Cabinet ministers desperate to distance themselves from blame for a *plot* that didn't actually take place.

In the intervening years, neither the identity nor the motives of the letter's author have been established, and this conundrum is the starting point for American investigative reporter Brian Reed's and British Pakistani doctor-turned-journalist Hamza Syed's investigation.

Their journey starts with an account of how ex-governor Tahir Alam raised standards at Park View Academy before finding himself blacklisted after the scandal, and takes us to Birmingham schools, council committee rooms, countryside kitchens, Australian suburbia and *Westminster*. As true crime podcast aficionados might have guessed, there's very little they're able to prove conclusively, but the blinding light they shine on the successes, shortcomings, passions and prejudices surrounding the case makes this series exceptional. (I promise you'll never care so much about the outcomes of a council audit.)

To teachers used to unpicking student spats in brief and precious windows of free time, its exhaustive analysis might come across as self-indulgent. But the

unflinching portraits of the characters involved in the countless tribunals, reports and testaments that followed the letter leak are striking.

The podcast has been criticised for overlooking legitimate safeguarding concerns and being biased. But these brickbats ring slightly hollow. In fact, the podcast includes a lengthy and detailed section on how Syed's identity as a British Muslim makes it almost impossible for him to be impartial, and it discusses numerous 'horrible red flags missed'. Indeed, Syed discovers to his cost in Episode 6 how his sense of burning injustice has clouded his journalistic judgment as Reed calmly talks him through how he mishandled a situation.

The original edit of the podcast misrepresented Humanists UK, and the correction the producers have made is necessary. If you're looking for a definitive account of Park View's safeguarding record, then this podcast can't help you much. But if you want to understand how it was so easy for Muslims in British education to be branded a wholesale threat by politicians, the media and even their colleagues with such blatant inaccuracy and impunity, then this podcast goes a long way to addressing that.

For all the talk of the podcast 'exonerating' Tahir Alam, in reality nobody escapes scrutiny here (which might explain why it has provoked such strong reactions). A luminary headteacher has their management tactics exposed as high-handed; diligent councillors suddenly seem worryingly forgetful; determined counter-terror experts come across as prejudiced and misinformed;

Michael Gove comes across as, well, Michael Gove.

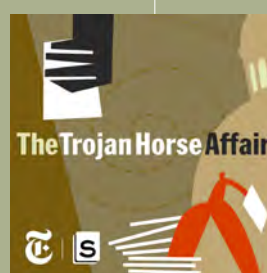
On one level, it reveals something that will be familiar to all who work in schools: how alarmingly easy it is for teachers and the professionals who support them to fall prey to indecision, equivocation and self-preserving instincts. But there is another, more frightening message: that fallibility is parsed as commendable caution if you're white, but conspiratorial extremism if you're a Muslim.

In one striking comparison, assistant head Moz Hussain has to call an emergency assembly to denounce another Muslim teacher's assertion that marital rape is justifiable. Hussain is later hounded by the press for allegedly overseeing radicalisation, suspended, and only exonerated when the case against him collapsed on procedural grounds. Meanwhile, rebuked by Hussain for making racist generalisations about the treatment of a female Muslim member of staff, white senior members of staff Sue and Steve Packer receive the backing of Humanists UK when they resign, and go on to publish an *Animal Farm* knockoff likening Muslim men to goats and white Europeans to sheep. I listened open-mouthed as they told their story without a shred of irony or self-awareness.

Syed and Reed's reflections on their own biases are a powerful reminder of the similarities between journalists and

teachers: no matter how well-intentioned we are, the lens through which we view our work is never neutral.

It is this message that makes *The Trojan Horse Affair* such a powerful listen for all who work in education.



# Reviews



Our blog reviewer of the week is **Melissa Jane**, class teacher, Castle School, Cambridge

@MelHJane

## My Twitter relationship is on the rocks

@smithsmm

It's been an interesting task diving back into the online education world for this blog review. For the past few months, I've been taking an extended break from EduTwitter. Twitter as a whole, in fact, which means I've also abandoned my other haunts: academic Twitter and stressed-out left-of-centre-millennial Twitter. It probably makes sense, then, that I was drawn to this blog by Simon Smith about his own EduTwitter 'break-up'.

Here, he neatly summarises many of my own feelings about the platform and its uses for educators: the way it can enable us "to have a voice [...] to challenge, discuss and learn", but also its dark side, the 'dementor swarms' of factional conflict.

EduTwitter might lead you to ask yourself: if a teacher teaches and nobody tweets about it, did they teach at all? The answer is a resounding yes, and this blog is a helpful reminder of that. In fact, it might be all the better for it.

## TOP BLOGS of the week



### Everything you say will destroy you

@whatonomy

The question of social media influence on the profession brings me neatly to my next blog, which explores accountability, observation and scrutiny. The piece reflects lyrically on the forces and institutions that observe teachers, and the ways in which we scrutinise one another and ourselves.

In SEND schools, we escape many of the traditional scrutiny measures mainstream teachers are subject to. Although I teach year 10 and 11 students, they won't be taking GCSEs, so I won't be judged on their results. As a consequence, I have much more freedom to design a bespoke curriculum without being restricted by an exam syllabus, and the government appears to be less focused on micro-managing every aspect of our daily operations (for now!).

I love this aspect of the job, but working further away from scrutiny can be a double-edged sword. Parents of learners with SEND often cite lack of accountability as an endemic problem in their encounters with the SEND system. How do we make our practice transparent without compromising our autonomy? How can accountability be productive rather than restrictive?

Clearly, there's no easy answer to what is a deeply human and philosophical

question, as Whatonomy illustrates.

"Measures, judgment, observation, appraisal, development, difficult conversations, standards... These are all lines drawn between souls."

### A controversial blog about behaviour part 2: confessions of a recovering behaviourist

@neuroteachers

Many of the debates on EduTwitter (indeed, many of the conflicts which can cause the kind of 'dementor swarms' observed by Simon Smith) hinge on questions of accountability and how we promote it among our students. How do we help young people understand that they have caused harm or disruption? Are we behaviourists, issuing top-down judgments in an "environment of regimented sanction and rewards", or do we use "restorative approaches and relational practice"? In this blog, Catrina Lowri narrates her personal journey from the former philosophy to the latter.

For me, an interesting aspect of her story was her discussion of SEND-related practices. Many interventions commonly used with autistic learners, such as the PECS communication method and TEACCH workstations, were originally developed by strict behaviourists. For Lowri though, this doesn't mean we should discard them – as long as we have "taken the time to develop a good relationship with [the] learner, their family and other key professionals".

In other words, we can detach a technique or intervention from the philosophies of its creators, and use it as one tool among many in a relational and learner-centred practice. I really appreciated Lowri's honesty and self-reflection as she recounted her change of approach over her career – an example, perhaps, of accountability and self-scrutiny creating meaningful change.



# Research



Chartered College of Teaching will review a research development each half term.  
Contact @CharteredColl if you have a topic you'd like them to explore

## How can schools narrow the disadvantage gap?

**Nick Wood, Assistant headteacher for curriculum, St Egwin's CE Middle School**

Sometimes, the depth of the challenge can seem a little overwhelming, but in my role as curriculum lead in a middle school, I have to believe that we can have a significant impact on addressing the disadvantage gap. Decisions over staffing, timetabling, curriculum allocation and staff development are all levers to address this challenge. But which to pull? When? And how hard?

Lately, my work towards chartered teacher (leadership) status has required me to reflect on this theme. The result is that tackling disadvantage feels a little less overwhelming.

As in many other schools, at St Egwin's we endeavour to offer a broad and balanced curriculum, using traditional subject disciplines as the framework to explore values, academia and culture. The first problem we face is ensuring equal access to that curriculum, and the solution we've chosen to focus on is tackling the 'word gap'.

For us, it's about creating opportunities to learn about and normalise the use of tier 2 and 3 vocabulary. We teach middle leaders about these tiers, seek to leverage etymology and morphology at every opportunity, and integrate pre-teaching of vocabulary as part of our curriculum planning.

Realistically though, the wealth of knowledge, skills and dispositions young people are capable of acquiring is too broad for any curriculum. So deciding which vocabulary to focus on is part of a bigger conversation about curriculum design and purpose.

Our ethos is to prepare our pupils to become capable of autonomously contributing to an interdependent society, and knowledge is foundational to delivering on that promise. That pupils have a right to acquire what Michael Young refers to as 'powerful



knowledge' is implicit in every curriculum content debate, ever. Should the music curriculum focus on Mozart or Stormzy? What can we do about the dominance of dead white male voices in the English curriculum? I won't pretend to have a right answer to these questions, but consistency between our values and our curriculum content matter.

And that's because school culture is also conducive to narrowing the disadvantage gap. It is powerful enough to exacerbate it or to reduce disparities. As Sam Strickland argues in *Education Exposed*, "Positive behaviour will reverse the Matthew Effect [...] for the most disadvantaged are potentially subjected to the lowest behavioural expectations in our schools." High expectations of pupil behaviour – and an adult culture that enables this, including consistent application of behaviour policies – are prerequisites to deploying a powerful curriculum that is accessible by all.

Of course, schools don't operate in a vacuum, so maintaining a successful school culture means developing partnerships beyond the school gates as well as within them. Trusting relationships with families are essential to maximising the probability that pupils will buy into the school culture and access its carefully considered curriculum.

But more than that, these parental relationships offer often untapped positive effects that may narrow disadvantage gaps. For example, it is common to hear a parent describe either themselves or their child as 'not a maths person'. Research tells us this parental 'failure mindset' has a direct causal effect on children's own self-efficacy beliefs. So our parental engagement must go beyond broadcasting our curriculum and values and work to tackle these limiting perceptions.

And when it comes to growth mindsets, perhaps none is more important than our staff's. Continuous development of a great curriculum and a virtuous school culture are only made possible by investing in their professional development. As Dylan Wiliam wrote, we have to create a culture where every teacher gets better, "not because they are not good enough, but because they can get even better. And, when our teachers get better, our students learn more, are healthier and contribute more to society."

A curriculum and ethos in tune with each other. A focus on the language needed to access powerful knowledge. High expectations of and high support for students, parents and staff. Many levers are beyond our control as school leaders, but with these at our disposal, tackling disadvantage gaps is already within our reach.



Week in

## Westminster

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

## FRIDAY:

It's been weird not seeing old Gav's face plastered over national media for his latest Covid failure or gaffe. And it seems the former ed sec has missed this too.

On a visit to Somaliland, in Africa, he was presented with a brew \*with his actual face on\*.

"Must confess," he posted to his 17k-strong following on Instagram, "it is the first time I have had a coffee with my face on it!!!"



## TUESDAY

Exams regulator Ofqual is looking for a contractor to run the "provision of political intelligence services".

After the much-criticised failure during the 2020 exams fiasco, has Ofqual decided to just give it all up and join GCHQ?

Sadly, reader, it's not as exciting as it seems. They just want someone to put together "parliamentary business" email alerts on "daily live reporting, same-day altering and round-ups plus advance alerting to new information in line with specified areas relevant to Ofqual".

For the pleasure of it, you could be paid up to £40k over three years! Value for money, James Bond?

\*\*\*

Our "evidence-based" education secretary Nadhim Zahawi has set MPs homework. He politely "encouraged" the education select committee to read the full political impartiality

guidance to "better understand the government's approach to these matters".

The guidance – or should we say the spin around what was actually in the guidance before anyone got to see it – caused quite the stir.

Best start taking notes!

## WEDNESDAY

The government finally got round to publishing its response to the Augar Review – nearly three years (or, to be precise, 1,001 days) after the report was first published.

After trailing some of the key bits in today's national newspapers (more on that later), the Department for Education finally sent a press release to media outlining its full response.

And despite waiting three years – the government still managed to make the response look like a last-minute rush.

When describing the plan to stop poor kids who don't pass maths from accessing student loans, the DfE press release included struck-out lines which gave us a nice insight into how government spin works.

The should-be-deleted line said they wanted to "constrain growth in provision that does not lead to good outcomes for students" at university. Instead, the sanitised version said the plans would "tilt growth towards provision with the best outcomes".

\*\*\*

Time for a game of Brucey's *The Price is Right*? Let's guess how many meetings the education secretaries have had with DfE's chief scientific advisor Osama Rahman from March to November last year? Pretty important time with Covid raging across the country and schools bearing the brunt.

We are consulting on the broad principle of controlling student numbers in order to constrain growth in provision that does not lead to good outcomes for students and to tilt growth towards provision with the best outcomes, and in high priority subject areas which are important to the economy.

So. 10, you say? Lower! Lower!

5? Lower! Lower!

2? Aaaaah, game over.

That's right, just one meeting was held, in the autumn. No new dishwasher for you.

## THURSDAY

Baroness wars in the House of Lords today. Pushing the government on the disastrous national tutoring programme contractor Randstad, Baroness Bennett, said: "How can we possibly be achieving world-leading standards of education with such a low base, based on this privatised Dutch company?"

Baroness Barran didn't waste any time in her retort. "I am surprised at the implicit criticism of a company being Dutch; the last time I looked, I think Randstad was pretty global, and I am sure that the noble baroness would support a global outlook."

Burn.

\*\*\*

Education secretary Nadhim Zahawi made a moving statement in solidarity with Ukraine today after the Russian invasion.

He told MPs in the Commons: "It is hard to make a statement without reflecting on the tragic events overnight, the criminal invasion of a democratic free country Ukraine, by Putin. My family lived through and experienced a despotic dictator in Saddam Hussein, who lashed out at his neighbours.

"It never ends well for them because ultimately democracy, truth and justice will prevail. And I'm certain they will prevail again."

Hear hear.





Department  
for Education



## School Teachers' Review Body Member - Educationalist (Primary Education)

The School Teachers' Review Body (STRB) is an independent body which makes recommendations to the Prime Minister and Secretary of State for Education on the pay and conditions of school teachers in England.

The STRB assesses evidence from Government and organisations representing schools and the teaching profession, and visits schools and local authorities to develop its understanding of issues facing teachers. In addition to providing recommendations on annual pay awards for teachers and school leaders, the STRB has been asked to report on a variety of matters in recent years, including moving toward a pay structure with higher starting and early career salaries and relatively flatter pay progression and providing additional guidance to schools through advisory pay points.

The STRB also meets schools and local authorities to talk directly to teachers and school leaders and so develop its understanding of the issues they face.

Further information on the STRB is available at: [www.gov.uk/government/organisations/school-teachers-review-body](http://www.gov.uk/government/organisations/school-teachers-review-body)

The STRB is now seeking to fill a vacancy, and is looking to recruit an educationalist member that demonstrates the following criteria:

- Knowledge of providing effective leadership at a senior level within a maintained primary school or within a multi-academy trust including one or more primary schools.
- A good knowledge and understanding of pay, remuneration, performance management, labour market and reward issues and a strong understanding of the policy, financial and operational constraints that impact on remuneration decisions.
- The ability to analyse and interpret a large amount of complex and sensitive information, providing insight and a working knowledge over the impact of any potential decisions on the workforce.
- An ability to communicate effectively in collective decision making, assessing/debating conflicting opinions across a wide range of perspectives and attitudes to form a coherent set of recommendations.

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### Appointment

This position will provide an influential and intellectually stimulating challenge for the right individual, who will contribute to the recruitment, retention and motivation of an effective teacher workforce. As a member of the STRB you will bring your own expertise, alongside a high degree of analytical ability, strong communication skills and, ideally, an appreciation of public sector reward issues.

The time commitment for this position is approximately 25 days per year, for which an attendance allowance of £300 per day is payable, no additional fee is paid for any time spent in preparation or travelling.

This is a ministerial appointment and will initially be for up to three years.

The competition opens on 11 February 2022

The closing date for applications is 14 March 2022

For more information about this role and how to apply, please visit the public appointments website at: | [Current Vacancies](https://www.currentvacancies.gov.uk) ([cabinetoffice.gov.uk](http://cabinetoffice.gov.uk)) and search 'School Teachers' Review Body'





# WE ARE HIRING

The White Rose Academies Trust is a local multi academy trust in Leeds dedicated to raising and fulfilling the ambitions of young people. The Trust employs over 500 outstanding professionals who are committed to unlocking the potential of the next generation.

Following a rapid improvement programme across our secondary academies: Leeds City Academy, Leeds East Academy and Leeds West Academy, the young people within the trust are now benefiting from a greatly enhanced education. This now includes our first primary provision, Alder Tree Primary, which joined the trust in December 2020. Each academy is at the heart of the communities it serves and is committed to delivering an outstanding education to every one of its students.

## EXECUTIVE PRINCIPAL UP TO £120,000

The Executive Principal will be an experienced leader with a track record of sustained impact and influence. The Executive Principal will demonstrate a solid understanding in the formulation and implementation of strategy, evidenced by sustained and significant school-wide improvement.

This sector leading executive leadership role will provide the successful candidate with excellent professional development opportunities, with a specific focus on preparing this colleague to lead their own trust in the future. The Executive Principal will also act as Deputy CEO when required.

## DIRECTOR OF SAFEGUARDING LEADERSHIP L13 TO L23 (£56,721 to £72,497)

Entrusted with significant delegated authority from both the Chief Executive Officer and Executive Principal, as Trust Director of Safeguarding you will play a pivotal role in further embedding and maintaining a culture of safeguarding that is exemplary, both within and across the trust, ensuring that all stakeholders understand their role in the delivery of high standards, robust safeguarding systems and strong ethos. In recruiting for this crucial role, we welcome applications from colleagues within education, the police force, social care, health and other key agencies.



For more information please visit our website

[www.whiteroseacademies.org.uk](http://www.whiteroseacademies.org.uk)

or contact Yvonne Hare at  
[hare.y@whiteroseacademies.org](mailto:hare.y@whiteroseacademies.org)





## Leadership Opportunities at Woodland Academy Trust

Woodland Academy Trust consists of four primary schools, three of which are located in the London Borough of Bexley and one in Kent, with a further primary free school currently under construction.

All of our schools share the same mission; ignite the spark, reveal the champion. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.

We are thrilled to be recruiting for a Deputy Headteacher with responsibility for inclusion and SENDCOs. If you are passionate about making a true difference to the lives of children to enable them to access education and support, then this really could be the opportunity for you.

For further information or to apply, please visit our website:  
[www.woodlandacademytrust.co.uk/join-us](http://www.woodlandacademytrust.co.uk/join-us)

Informal chats and tours to our schools are also welcomed.

**AMBITION****COLLABORATION****COMPASSION****EXCELLENCE****INCLUSIVITY**





## DIRECTOR OF HUMAN RESOURCES

Competitive salary

This is an excellent opportunity for an outstanding, ambitious, and creative HR professional to join a successful and highly regarded Church of England Trust.

The vacancy has arisen due to the retirement of the current postholder who has worked at the Trust since its formation in 2011 and previously at Bishop Justus Church of England School.

This is an influential and diverse role, so the ability to think strategically, drive improvement, and have the ability to engage others is essential.

The successful candidate will play a central role in providing strategic leadership for the Trust: ensuring the delivery of high quality, effective and efficient HR support to all of our schools; leading the development and continual improvement of the HR team; providing pragmatic, creative and education focused HR solutions and recommendations at all levels; developing and implementing strategies covering all aspects of HR.

Aquinas is a successful, highly collaborative Trust that offers a variety of career and development opportunities to talented individuals who want to make a difference.

This is a full time role that comes with an attractive salary package which reflects the scale and demands of the role. The Trust offers NJC Terms and Conditions of Employment and membership of the Local Government Pension Scheme.

Further information is provided in the application pack. Please visit: <https://www.aquinastrust.org/vacancies>

The CEO would also be happy to speak with potential candidates. Please contact Stephanie Ballard, Executive Secretary at [stephanie.ballard@aquinastrust.org](mailto:stephanie.ballard@aquinastrust.org) or telephone 020 3949 7000, to request a call back.

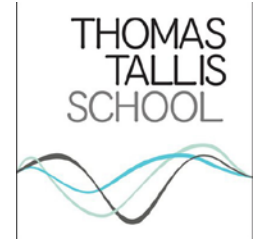


## DEPUTY HEADTEACHER: CURRICULUM

Grade: L20-24

Contract: Full time, permanent

Start date: September 2022



Thomas Tallis is a flourishing and popular school situated in the Royal Borough of Greenwich. We currently have over 2000 pupils on the school roll with around 600 students in our highly competitive sixth form. We strive for excellence in all that we do underpinned by our vision of education to understand the world and change it for the better.

We are looking for a Deputy Headteacher to take responsibility for all aspects of the curriculum in this big, liberal and vibrant comprehensive school.

You will work with the Assistant Headteacher for Teaching & Learning to develop consistently strong teaching, and to enable curriculum leaders to develop and sustain authentically excellent subject-specific teaching.

You will lead other expert colleagues in the leadership team and you will need to be strategic and systematic as well as absolutely reliable and effective.

Our young people are from the widest range of backgrounds and we pride ourselves on subtlety and professional skill. All aspects of the post are already good or outstanding, but we know that we can improve.

You will be critically as well as emotionally intelligent with exceptional interpersonal skills. You will already be an outstanding teacher and senior leader with broad experience of the challenges of a big city school.

If you are passionate about providing young people with a safe, supportive environment in which to ensure their success, we want to hear from you.

For further information and to apply please visit our school website [www.thomastallischool.com](http://www.thomastallischool.com)

**Application closing date:** 7 March 2022, 12 noon  
**Interviews and assessment:** w/c 28 March 2022



Are you a dynamic, creative solution focused professional who believes passionately that every pupil deserves the best educational experiences?

Do you believe that you can inspire young people who have experienced challenges, difficult experiences and trauma to dream big and achieve positive outcomes?

Are you determined to create the best possible opportunities for our amazing young people by authentically meeting their individual needs?

Are you resilient, determined and up for a new and exciting challenge?

**We are looking for two exceptional candidates to join our specialist team:**

### Inclusion and Safeguarding

**Lead: £48,000 - £50,000-** as part of the SLT you will Leading and Developing Inclusion and safeguarding across both Hopewell sites

### Motor Vehicle Lead Tutor:

**£38,000- £44,000-** responsible for the delivery of City & Guilds Motor Vehicle.

Hopewell is a small independent special school for children and young people who have an EHCP for social, emotional, mental health and complex needs.

We provide child centred specialist education and therapeutic support across our two sites the school based in Dagenham and our vocational centre [motorvations@hopewell](mailto:motorvations@hopewell) in Romford.

We believe passionately in supporting and nurturing our pupils as well as aspiring to provide them with outstanding and creative learning opportunities.

By empowering our pupils, building their self-confidence and enabling them to develop their individual strengths we endeavour to provide them with the skills they need to lead constructive and fulfilling adult lives.



## Head Teacher required for Spring Common Academy from September 2022. (Pay Spine L21-L31 Group 5)

An exciting opportunity has arisen for an inspirational and dynamic individual to lead and develop our outstanding area special school. We are looking for a skilled and motivated professional, with a passion for improving the life chances and opportunities of children and young people with SEND.

Spring Common Academy is a friendly and welcoming school for pupils aged 3-19 with an increasingly complex range of learning difficulties associated with Autism, communication and interaction, physical disabilities and medical needs. 195 pupils from Huntingdon and the surrounding area of Cambridgeshire and is part of Horizons Education Trust. It is permanently in demand for places and is well thought of within the area and region.

**Closing date: 12 noon Monday 14th March, 2022.**

Some items may be held via Teams prior to interview.

Please contact Jon Panther, [jpanther@horizons.org.uk](mailto:jpanther@horizons.org.uk)



## Classroom Teacher

**Salary:** Main Pay Scale

**Closing date:** Friday 18th March 2022 at 12pm

**Interview date:** w/c Monday 28th March 2022



**We are looking for experienced and Early Career teachers to join the New Wave Federation who:**

- > Are excellent practitioners with creative and innovative approaches
- > Are committed to the delivery of high quality teaching and learning
- > Inspirational and dedicated to making a difference
- > Possess excellent communication and interpersonal skills

**We can offer you schools which:**

- > Are well resourced and have high quality curriculum plans and materials
- > Have friendly, dedicated staff with high expectations
- > Have good opportunities for professional development
- > Offer Opportunities to excel in becoming a Subject specialist or Specialist Leader of Education
- > Are Outstanding and hold Apple Distinguished School Status

**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](mailto:achoudhry@newwavefederation.co.uk) or **0207 254 1415**.

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



## Barbara Priestman Academy Head of Academy

The Board of Trustees are looking to appoint an excellent, experienced leader to lead our successful and well-reputed school. The successful candidate will be an experienced leader in the field of special education, possess a sound understanding of SEND legislation and have the ability to engage and motivate others towards a clear vision. The successful applicant will have strategic responsibility for improvements within Barbara Priestman Academy (including the statutory head teacher role). In addition, the Head of Academy will make a major contribution to strategic developments across the Trust. This is an exciting opportunity to contribute to a dynamic, positive and ambitious leadership team.

A relocation package is available for this post.

Our students would like to welcome you to their school, Please copy and paste the link below into your browser to view a tour of our school

<https://www.youtube.com/watch?v=QYV7j4gHyNo>

For an informal discussion about this post please contact Carolyn Morgan, Chief Executive on Tel: **07717 494437**.



**Avonbourne Boys' & Girls' Academies**  
The best in everyone  
Part of United Learning

## Principal

The Avonbourne Academies in Bournemouth are part of United Learning, a successful national group. Our schools share a mission to bring out 'the best in everyone' and to improve the life chances of the children and young people in their care.

The academies are two co-located single sex secondary academies, with a joint sixth form. The schools are highly inclusive, and we are looking for someone that passionately believes that all children can achieve, no matter what their starting point, background or needs.

As Principal, you will be a talented and exceptional leader. You will model outstanding leadership and set high expectations for students and staff. Your professionalism, expertise and enthusiasm for education will be evident each and every day, in all that you do.

If you are looking for an exciting, challenging and highly rewarding role, and if you have an unshakeable commitment to improving the lives of young people, we encourage you to visit us.



**Click here to apply to the role**



## Teaching Assistant

- Fixed-Term
- Scale 4 (point 07-10)  
£24,279.00 - £25,614.00 pro-rata
- 30 hours a week (term time only)
- 8.45am – 3.45pm



We are seeking to appoint dynamic teaching assistants to work in classrooms offering 1 to 1 support for children with special educational needs.

The New Wave Federation consists of 3 high performing and innovative primary schools in Hackney, London. We aim to provide the best possible primary education in a stimulating and creative environment. The Federation has been awarded Apple Distinguished School Status, which recognises our commitment to innovation through technology. All three schools are in close proximity to one another. Grazebrook is in the Stoke Newington area, Shacklewell is in the Dalston Kingsland area and Woodberry Down Primary School is at Manor House.

The role requires someone who is passionate about children's learning and who has a rich knowledge and understanding of how learners learn. Our parents want the very best education for their children and so do we.

We would like to hear from candidates who are effective communicators, have vision, energy and believe that every child can succeed. You will build friendly and professional relationships with pupils, parents and staff.

**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](mailto:achoudhry@newwavefederation.co.uk) or 0207 254 1415.

**Closing date:** Friday 4th March 2022 at 12pm  
**Interview date:** w/c Monday 14th March 2022



## Vacancies

Woodbridge Road Academy (WRA) is a new special school which is opening in Ipswich, Suffolk in September 2022.

Typically, our pupils will have complex communication and interaction needs which create significant barriers to learning in a mainstream environment. Many pupils are likely to have Autism Spectrum Disorder and others have a profile with a similar presentation.

Paradigm Trust is looking to appoint the following founding team members:

- **Class teachers**
- **Assistant principal**

This is an amazing opportunity to have a real impact on the new academy and its pupils.

If you have a passion to make a difference, we would love to hear from you.

## Deputy Headteacher (£56,721 - £62,570)

Due to the promotion of our very well- respected Deputy Headteacher we have an exciting opportunity to offer the right candidate. We are looking to appoint a passionate and forward- looking Deputy Headteacher to assist the Headteacher in leading our dedicated and skilled staff and support team from September 2022.

**Rocklands School is looking for someone with the:**

- **Aspiration** to continue our journey to the next level
- **Passion** to focus relentlessly on what is best for every pupil in our context
- **Ambition** to sustain a rich and varied curriculum which engages and inspires every child
- **Ability** to further develop outstanding educational provision, whilst securing what works well, that results in outstanding outcomes
- **Compassion** to support all members of the school community
- **Character** to exemplify the school's vision and values
- **Willingness** to understand what the team has to offer and get the best from them
- **Inspiration** to take us with them on the journey
- **Insight** into the challenges specific to special educational needs provision
- **Vision** to cultivate collaborative relationships with all stakeholders



Rocklands



Manor Hall  
Academy Trust

### We can offer you

- A dedicated and professional body of staff and support workers
- A lovely group of children who love coming to our thriving school
- A supportive community and parental body
- A supportive Local Advisory Board
- Our current Ofsted rating is Good (2014) however the school has undergone a period of growth and innovative improvement since then and the school has aspirations to be outstanding at the next Inspection
- The support and resources of being part of a multi academy trust
- A well provisioned school in an attractive location that is financially sound

Please send applications to Phil Clayton:  
[bursar@rocklands.manorhall.academy](mailto:bursar@rocklands.manorhall.academy)

Further information about Rocklands School can be found on our website [www.rocklands.manorhall.academy](http://www.rocklands.manorhall.academy)

**Closing date:** 1st March at 12 noon

**Shortlisting:** 3rd March.

**Interviews:** Week Commencing 7th or 14th March



**PiXL****PRIMARY ASSOCIATE**  
HOME BASED[www.pixl.org.uk](http://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](mailto:hr@pixl.org.uk).

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

**Role to start September 2022.**



**BETTER FUTURE BRIGHTER HOPE**



## 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](mailto: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](mailto: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



## HEAD OF ESTATES AND ENVIRONMENT

**Salary:** L7-13 (£49,019 - £56,721) (negotiable for an exceptional candidate)  
**Pro rata:** 37 Hours Per Week, Flexible to meet the needs of the Trust

### Required to start as soon as possible

BDAT is a Trust, a family of 17 schools. The 17 schools have close working relationships supporting each other every day, you will become an integral part of the family. This post offers a unique opportunity for an ambitious applicant to join a growing and well-established Trust.

We are seeking to appoint a suitably qualified and experienced person to join our busy team and oversee the buildings and digital estate. The role includes responsibility for Health and Safety and supporting academies in this critical area of our operation. As Head of Estates and Environment you will be leading and supporting a team of academy business managers, site managers and Headteachers on a broad range of building and digital projects to support education environmental improvements which will facilitate improvements in learning.

To learn more about this exciting role and BDAT, or for an informal discussion please contact the office on **01274 909120**. Please return your completed application form via email to: [recruitment@bdac-academies.org](mailto:recruitment@bdac-academies.org).

BDAT is committed to safeguarding and promoting the welfare of our pupils and expect all staff and volunteers to share this commitment. All staff are subject to an enhanced DBS check which will form a condition of any employment offer.

**Closing Date:** 12.00pm, 28th February 2022  
**Interview Date:** 10th March 2022  
**Starting Date:** TBC



## 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