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Pages 24-26

'SORT RANDSTAD FAILURE, DON'T FAIL POOR PUPILS'

- Flagship tutoring scheme providers hit out at dropped pupil premium target
- Tutors blame beleaguered contractor Randstad's 'failure' and demand U-turn
- 'NTP now fails to focus on the disadvantaged pupils who most need support'

SCHOOLS WEEK

Meet the news team



John Dickens
EDITOR

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



JL Dutaut
COMMISSIONING
EDITOR

@DUTAUT
JEAN-LOUISDUTAUT@LSECT.COM



Jess Staufenberg
COMMISSIONING
EDITOR

@STAUFENBERGJ
JESS.STAUFGENBERG@SCHOOLS WEEK.CO.UK



Freddie Whittaker
DEPUTY EDITOR

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



Samantha Booth
SENIOR REPORTER

@SAMANTHAJBOTH
SAMANTHA.BOOTH@SCHOOLS WEEK.CO.UK



James Carr
SENIOR REPORTER

@JAMESCARR_93
JAMES.CARR@LSECT.COM



Tom Belger
SENIOR REPORTER

@TOM_BELGER
TOM.BELGER@SCHOOLS WEEK.CO.UK



Nicky Phillips
HEAD DESIGNER

@GELVETICA
NICKY.PHILLIPS@FEWEEK.CO.UK



Shane Mann
MANAGING DIRECTOR

@SHANERMANN
SHANE.MANN@LSECT.COM

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

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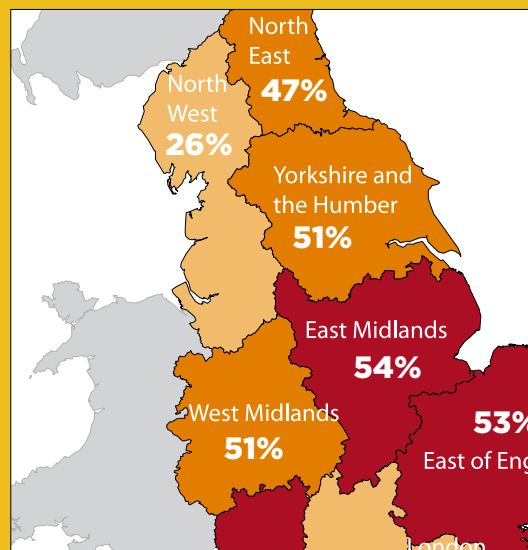
Contents

EDITION 278



Why the primary classroom book corner is under threat

Page 30



Long read: The schools resisting ministers' academy drive

Pages 9-10



Arise Sir Gav: Government sneaks out knighthood for former ed sec

Page 16



How to make it in the energy market Wild West

Page 23

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NEWS

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Fresh revolt as NTP tutors blame Randstad 'failure' for ditched target

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

Ministers stand accused of failing poorer pupils by tutors on its own flagship catch-up scheme after a key target to reach the worst-off pupils was ditched.

Seven of the government's flagship National Tutoring Programme providers have told ministers removing their 65 per cent pupil premium target will "only serve to widen the attainment gap".

In a letter seen by *Schools Week* the tutoring organisations say they believe this has been ditched due to contractor Randstad's "apparent failure to deliver... and ensure uptake of the programme".

In the latest blow to the beleaguered scheme, the tutors tell ministers the solution should be to "address Randstad's ability to deliver the programme" rather than change a "valuable and needed target".

They say: "The programme now fails to focus on the disadvantaged pupils who need this support the most, which was its original aim."

The under-fire NTP is way off meeting promises to provide two million tutoring courses this academic year.

Just 302,000 courses began last term, figures released in January showed. Randstad, the for-profit HR firm that runs the scheme, said ditching the pupil premium target was to "remove complexities" and "help schools to access" tutoring.

But the seven tutor organisations have pleaded with ministers to reverse their decision which is a "dilution of the core original purpose of the programme".

Signatories include Action Tutoring, the Tutor Trust and TalentEd, which together will reach over 15,000 pupils this year.

The DfE originally launched the NTP to "reach the most disadvantaged pupils in England".

But of the pupils tutored last year – when it was run by the Education Endowment Foundation – just 44 per cent were pupil premium students. However, there was no



target for its inaugural year.

The Department for Education had stipulated the 65 per cent pupil premium requirement this year. It is also a key performance indicator in its contract with Randstad.

Schools Week revealed last week how the programme was yet to share basic data showing how many poorer pupils it had helped, six weeks after MPs demanded it.

Shadow schools minister Stephen Morgan said ministers have "no intention of guaranteeing education recovery support for those who need it most. The Conservatives' utter failure to secure children's learning and opportunities threatens to limit the life chances of a generation of children."

A DfE spokesperson insisted this week the contractual target remains in place, but tutoring organisations have been given some "operational flexibility".

Randstad said it remained committed to the target through "all tuition routes" on the programme. The other two pillars are academic mentors and schools-led tutoring.

Karen Guthrie, Randstad's NTP senior programme director, said they "trust schools to select the pupils recognising that more than pupil premium pupils alone have been impacted by the pandemic".

But the move means the NTP is much less likely to hit the target, given this was the key lever Randstad had to ensure more poorer pupils were targeted for support.

One of the NTP's founding charities – the Sutton Trust – told *Schools Week* the programme "must continue to be driven



Karen Guthrie

by the moral imperative which led to its foundation in the first place".

James Turner, chief executive at the Sutton Trust, said: "We should be doing all we can to make sure the poorest pupils – who we know have been hardest hit by the pandemic – have access to the support they need to catch up and thrive."

Natalie Perera, chief executive at the Education Policy Institute, added, "If fewer disadvantaged pupils are to benefit from this flagship programme, the government must set out clearly how it intends to support these pupils through alternative interventions".

The Observer newspaper reported last month that the government was "poised" to terminate Randstad's £32 million contract. The government has refused to comment on this.

Robin Walker, schools minister, said this week that "they continue to review the delivery of the programme and will set out our future plans in due course".

Randstad is also "consulting" the DfE on how schools can swap pupils in and out of a block of tuition once it has started.

TES had reported providers insisted running tutoring sessions despite pupils not turning up.

NEWS

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Firm given 'value for SEND' contract slashed council care plans

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

A consultancy firm that saved a council millions of pounds by overseeing a "significant reduction" in new care plans for children will lead the government's special needs spending value-for-money drive.

Impower Consulting Ltd has won the £1.5 million Department for Education 'Delivering Better Value in SEND' contract. It will find "underlying drivers" of "high spend and poor outcomes" at councils with multi-million-pound shortfalls in special needs funding.

Lincolnshire County Council paid Impower £479,000 between 2019 and 2021 to "transform" their SEND services after identifying "the growth in demand for statutory support was unsustainable".

A case study highlighted on the firm's website outlines how its work led to 414 fewer education health and care plans (EHCPs) and a 32 per cent drop in needs assessments.

Titled 'Valuing SEND in Lincolnshire', the webpage says it led to a £5.3 million "projected cost avoidance".

Stephen Kingdom, from the Disabled Children's Partnership, said the findings raise concerns the government's new scheme is "simply a cost-cutting exercise and will make it even harder for parents to get the support they need for their disabled children".

Impower focused on "delivering better outcomes by responding earlier and/or differently at lower cost", according to the case study.

This included concentrating on early intervention and reducing the "push" to move pupils with special needs from mainstream to specialist provision.

The firm also worked to "step down" children from specialist places – which are often more expensive – back to mainstream schools "where better outcomes can be achieved".

This included using "behavioural science" to "reframe decision making".



Impower's case study explains how this delivered a "sustained and significant reduction" in new EHCPs, with 414 fewer new plans in the 2020-21 academic year than originally anticipated in the "ambition trajectory".

Nationally, the number of pupils with an EHCP has risen from 237,000 in 2015-16 (2.8 per cent of all pupils) to 326,000 this year (3.7 per cent).

One anonymous Lincolnshire special school head is quoted as saying "that golden ticket [of the EHCP] doesn't seem to be quite as golden as it used to be".

But Chris Rossiter, a SEND expert and charity chief executive, said: "How is it possible to save money and improve support for children and young people, when so many of the issues are system-wide?"

"It would be incredible if savings were made whilst also improving access to high quality education. But focusing on the inefficient use of funding, above and beyond the availability of provision, is the wrong way around in my opinion."

However, Sheridan Dodsworth, Lincolnshire council's head of SEND, told Schools Week that an audit found that in more than two-thirds of cases "it was felt that something could have been done differently to prevent, delay or reduce the need for specialist support". The audit included members of its parent carer forum.

She added: "Getting early intervention right is crucial for young people with SEN or disabilities and, if the support is available to meet their needs

without the requirement for a statutory plan, this is also positive."

Impower did not respond to requests for comment. Its case study online states its work shows "outcomes are improving, specialist demand and spend has been reduced and partners and parents are increasingly positive about the change in culture and support that the approach has brought".

Margaret Mulholland, SEND specialist at school leaders' union ASCL, said that the scheme would be welcome "as long as it is based on ambitions for recognising good practice and sharing it across the education spectrum, rather than being an exercise focused purely on cost-cutting".

"The devil will be in the detail but using experience and learning gained in promising projects like that in Lincolnshire should help to bring about the changes in understanding and good practice needed to repair a broken system."

Adam Boddison, SEND expert and former head of charity Nasen, said the majority of councils overspending on their high needs budget suggests that the problem is national funding rather than individual council spending decisions.

The DfE said that the scheme will help "lay the foundations" for reforms due to be announced in the upcoming SEND review, due to be published this month.



Adam Boddison



Margaret Mulholland

NEWS

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Save some cash for later to fund teacher pay bill, DfE says

FREDDIE WHITTAKER

@FCDWHITTAKER

The government has told schools to consider saving some of the extra cash they receive next year to meet the “significant” costs of future staff pay rises.

Last year's spending review allocated an additional £4.7 billion in school funding over the next three years, on top of increases already planned up to 2022-23.

But the additional money will have to cover planned rises in employers' national insurance contributions, as well as any pay rises awarded to teachers and support staff in the next three years.

New Department for Education (DfE) analysis predicts that each 1 percentage point rise in staff pay would cost around £250 million in 2022-23, and around £370 million in 2023-24.

The figures indicate that a move to offer inflation-matching pay rise for teachers would wipe out much of the new cash.

The new funding is also “front-loaded”, leading to DfE now advising schools to “plan their budget across multiple years”.

In practice, this “could mean schools leaving some of the £2.1 billion of new spending for 2022-23 uncommitted in the longer term” to cover pay awards and “other priorities”, the analysis stated.

Luke Sibietta, a research fellow at the Institute for Fiscal Studies (IFS), said the front-loading of the funding gave schools a “rare chance to do multi-year financial planning”.

“It's extremely sensible for schools to look at how costs and funding will evolve through to 2024-25.”

Inflation matching pay rise would cost £1.3bn.

In its analysis, the DfE said core funding to mainstream schools will rise by 6.8 per cent in 2022-23.

At the same time, cost pressures are expected to rise by 1.8 per cent. This would leave schools with £2.1 billion to spend before they faced a “net pressure”.

But this doesn't take into account the costs of anticipated staff pay rises, which DfE estimates will “significantly raise costs”. In 2023-24, core funding will rise by another 2.8 per cent and

2022-23			
6.8%	1.8%	£2.1BN	£250M
RISE IN FUNDING	RISE IN COSTS (EXCL PAY RISES)	LEFT OVER	COST OF EACH PERCENTAGE POINT PAY RISE
2023-24			
2.8%	1.2%	£700M	£370M
RISE IN FUNDING	RISE IN COSTS (EXCL PAY RISES)	LEFT OVER	COST OF EACH PERCENTAGE POINT PAY RISE
Source: Department for Education			

costs by 1.2 per cent. This would allow schools to increase spending “by a further 1.6 per cent, or around £700 million”, the DfE said.

However, the estimated £370 million cost of even a 1 percentage point rise in staff pay would absorb more than half of the extra cash.

In reality, much greater rises will be needed to meet the government's pledge to raise teachers' starting salaries to £30,000 by 2022-23 – a commitment was pushed back by the pay freeze in 2021.

Education secretary Nadhim Zahawi asked the School Teachers' Review Body to make recommendations on pay rises for the next two years, as part of the move to raise starting salaries. The body is due to report back in May.

If all teachers' pay rose by the current rate of inflation, 5.5 per cent, it would cost schools over £1.3 billion next year alone. This is before taking into account the pay of support staff, which is set separately.

School finance expert Micon Metcalfe questioned the report's “assumptions” on costs, which may not “pan out at school or trust level”.

“Pay increases are key. These are currently unknown for 2022 and may be higher than the estimates. Higher than expected pay costs reduce the ability to spend elsewhere.”

Non-staff costs will have ‘muted’ impact

Any change in staff pay will “significantly raise costs as more than 80 per cent of schools' expenditure in these years will be on pay-related costs”, the DfE said.

Changes in non-staff expenditure, however, would have a “correspondingly muted impact”, the DfE said.

For example, the document notes rising energy costs, but said energy accounted for just 1.4 per cent of spending in 2019-20.

Metcalfe said “most non-staff costs” could be managed, but warned energy was a “concern”.

“Whilst only 2 per cent of total expenditure, it's likely to double or more for schools that are renewing now.”

Stephen Morales, chief executive of the Institute of School Business Leadership, said the government was trying to “get ahead of criticism” over funding.

The IFS has warned that despite the investment at the spending review, schools still faced an “unprecedented” 15-year freeze.

Morales added: “If the intention of this whole thing is to keep things ticking along and status quo, then yes it probably achieves that. But if you're talking about significant investment in recovery and closing the gap and pushing on as a world-class education system, then I don't think it does that.”

Nadhim
Zahawi

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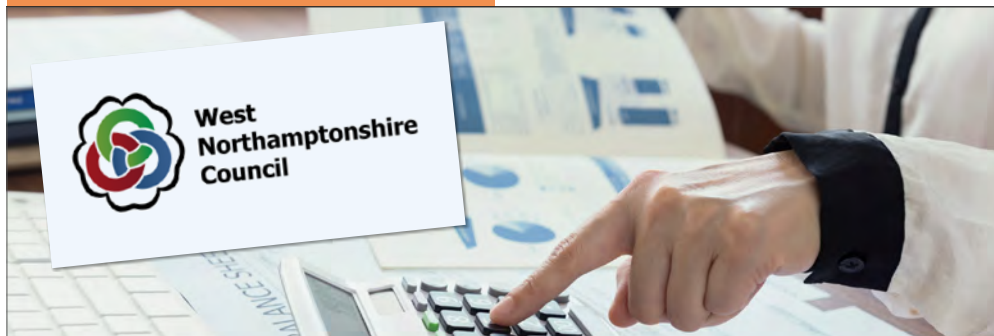
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Council pulls 'unviable' support services after academy rise

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

A council has pulled several back-office support services for schools after the rising rates of academies contributed to them becoming financially unviable.

West Northamptonshire Council (WNC) will no longer provide schools with payroll, HR advisory and employee lifecycle services from April.

The decision was made in part due to the high levels of academisation and competitive market of the services.

Experts said it is "another sign of the decreasing role of local authorities" in supporting schools.

Council pulls services

Last year Northamptonshire County Council (NCC) split into two unitary councils; WNC and North Northamptonshire Council (NNC).

WNC took on responsibility for schools' payroll, HR advisory and employee lifecycle for both councils.

But in December a letter sent to schools, and seen by *Schools Week*, revealed they would no longer be providing the non-statutory services. This was down to "financial viability... and the influence of the competitor market on the sustainability of providing the services".

Agenda notes from a meeting on the decision explain the council was unlikely to achieve its targeted revenue for HR Advisory "due to the low take-up from schools buying the services that are offered, driven by the conversion of maintained schools to academies".

Maintained schools have the option to use council services or procure privately.

Of the 131 primary and secondary schools in NNC, 72 per cent are academies. While this figure is 60 per cent in WNC.

Across both areas there are 102 maintained schools, just two of which are secondary.

A WNC spokesperson said that "academisation is not a reason in itself" for the council to end its services, but that academy trusts provided these services in house or had existing contracts with

other providers.

"We have found that need is increasingly being fulfilled by the market, reducing the need for schools to rely on the council subsidised service," they added.

Until 2020, NCC was part of the Local Government Shared Services (LGSS) along with Cambridgeshire County Council and Milton Keynes Council.

At the time services were pulled, WNC's provision was used by 143 schools in Northamptonshire and 24 in Milton Keynes.

The subsidised service cost the council just over £320,000.

Schools could lose economies of scale

Ian Marrey, the National Education Union's (NEU) senior regional officer for the East Midlands, said it was "another sign of the decreasing role of local authorities in supporting the family of schools in their area".

In 2019, Rotherham Council pulled its IT tech support from schools after being undercut by commercial competitors and academy trusts providing their own services.

Marrey added the NEU feared schools "may well be worse off" now they are purchasing services away from the "economies of scale" provided by the council.

WNC confirmed it has provided extensions to a "small number" of schools upon request.

Matthew Clements-Wheeler, former chair of the Institute of School Business Leaders (ISBL), said schools moving away from LA provision "isn't necessarily a bad thing" and it was possible for schools to save money.

The change was not enough to encourage a school to join an academy. But he added: "Every single thing that severs thread by thread the relationship between a school and its local authority is something which could potentially lead to that relationship breaking down and that school saying 'I want to academise'."

Confederation of School Trusts (CST) chief executive Leora Cruddas said it did not "constitute a system risk" for maintained schools as the services "can be procured elsewhere".

Government to set 2030 deadline on full academisation

FREDDIE WHITTAKER

@FCDWHITTAKER

EXCLUSIVE

The government is expected to set an ambition for all schools to become academies by 2030 in its upcoming white paper, *Schools Week* has learned.

Nadhim Zahawi previously told leaders he would not set an "arbitrary" deadline but insiders say the education secretary is keen to see the government's academies reforms completed within eight years.

However, the white paper won't go down the route taken by Nicky Morgan in 2016, which proposed forcing all schools to become academies by 2022.

The move was quickly abandoned in the face of widespread criticism.

Ministers are drawing up plans to incentivise schools to convert, with any decision on whether to legislate to force schools that have yet to convert by the turn of the decade likely to be kicked down the road in favour of a more "natural" move towards an all-academies system.

Around 10,000, (45 per cent) of schools are now academies following extensive growth over the past 11 years.

Ministers believe that by working with dioceses to convert around 4,000 Christian faith schools, they can raise this figure to around two thirds in the coming years, leaving around 8,000 schools left to transition.

As revealed by *Schools Week* last month, one option is to allow councils to sponsor "spin-off" multi-academy trusts, in the hope this will encourage schools that want to maintain their link to their council to convert.

Any move towards council-run MATs would require the government to lift a current rule restricting local authorities from taking more than 19 per cent of governor places.

The government has already announced plans to consult on moving schools with successive 'requires improvement' ratings into "strong" trusts, though it has since emerged that just 155 schools are likely to be affected.

LONG READ

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The schools resisting ministers' all-academy land ambitions

TOM BELGER

@TOM_BELGER

EXCLUSIVE

Schools in some parts of England are more than 10 times times less likely to be academies as other areas, a Schools Week investigation has found.

With an imminent white paper due to set out the government's all-academy ambition, Schools Week looks at the areas that have thwarted ministers' decade-long academisation drive, and what can be done to turn things around.

Academy land hot and cold spots

Analysis of official data by Schools Week reveals that fewer than one in four schools have converted in 25 local authorities. Holdouts include Brighton and Hove, where just five of its 69 schools are academies – none of which were converted by choice.

By contrast, 45 per cent of schools are academies nationally. In six areas, academisation stands at 90 per cent or higher. Fifty-five of academy capital Thurrock's 56 schools are academies that chose to convert, or free schools.

Regions show similar divides, with the north-west (26 per cent) less than half as academised as the south-west (58 per cent). The south-east and London rank second and third lowest respectively, both at 39 per cent.

Political faultlines exposed ...

Our analysis shows 15 of the 20 least academised areas are Labour-controlled, whereas Conservatives are in power in 11 of the 20 most academised – and held two more until 2019.

Sam Freedman, an ex-government adviser now at Ark Schools, said there had always been a "political element". Areas like the north-west have shown most "determination to hold onto schools".

A new survey of trust leaders by The Key found 78 per cent plan expansion this year, but a "reluctance to academise" was the most cited obstacle.

Hannah Clare, children's committee chair at Green-led Brighton and Hove, said it was

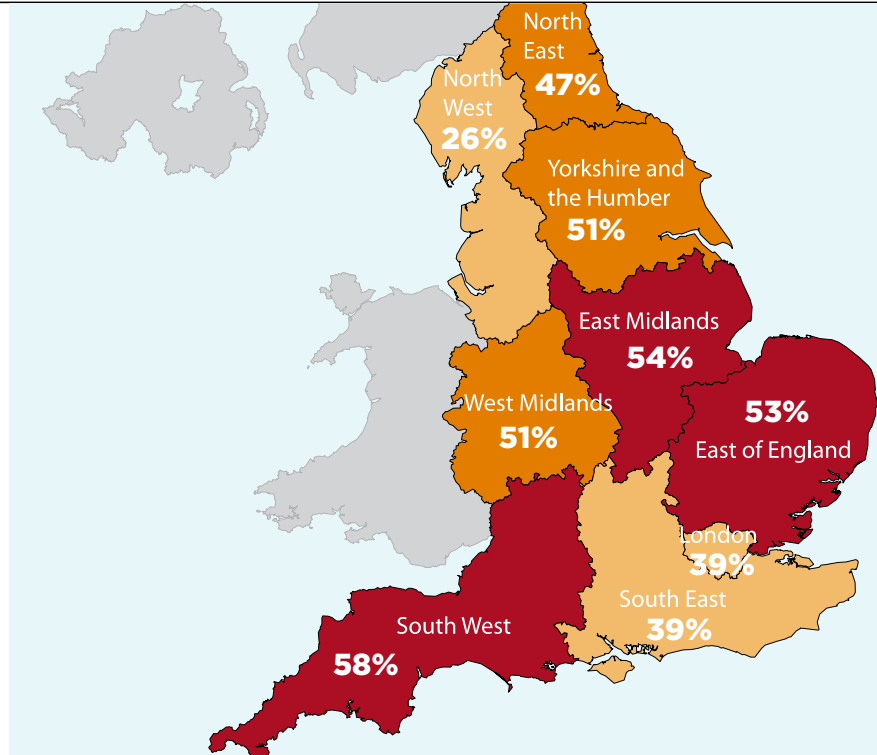
"proud to be an outlier against the failing academies policy".

Schools value support and economies of scale received already through the council, she added.

In London borough



Hannah Clare



MOST ACADEMISED AREAS

Area	% academised	Academies	Political control
Thurrock	98%	55	Conservative
Kingston upon Hull, City of	97%	94	Labour
Bromley	92%	94	Conservative
Bath and North East Somerset	91%	75	Lib Dem
Darlington	90%	36	Conservative

LEAST ACADEMISED AREAS

Area	% academised	Academies	Political control
Hampshire	13%	71	Conservative
Lewisham	13%	11	Labour
Lancashire	10%	61	Conservative
Camden	8%	5	Labour
Brighton and Hove	7%	5	Green

*Stats cover LAs with 5+ schools

Lewisham, the fourth-least academised district, Labour cabinet member for schools Chris Barnham added: "We don't accept the only family of schools is a MAT"

Schools Week revealed in January that Department for Education (DfE) officials were

considering allowing councils to run their own academy trusts, a proposal which could provide a solution for all sides.

In Conservative Thurrock, education cabinet member Barry Johnson said almost all schools had

Continued on next page

LONG READ

“embraced the opportunity” to academise but kept their “strong” council partnerships.

... but Tory holdouts don't want change

Yet divergence is “not just a Tory-Labour thing”, Freedman added.

Academisation in Conservative-run Hampshire stands at 13 per cent. Children's services executive member Roz Chadd highlighted its “effective school improvement team”, with virtually all schools rated ‘good’ or ‘outstanding’.

West Berkshire, another Conservative coldspot, is “neutral” on academisation, according to education executive member Dominic Boeck. “Schools have plenty of autonomy,” he said. “Many have just not seen the advantage.”

Nicola West Jones, head of market research at The Key, said less academised areas often had “vast swathes” of educationally and financially strong schools with strong council support. “They've got little reason to convert,” she added.

No more ‘low-hanging fruit’

The pandemic has exacerbated the DfE's headache, with academisation rates hitting a decade-low in 2020. The suspension of Ofsted inspections limited forced conversions.

As for voluntary conversions, Barnham said Covid reminded schools of councils’ “crucial role”.

One trust boss told The Key that schools would also not discuss conversion while “struggling over Covid absences”. Two in five trusts said Covid disrupted growth plans.

But academisation was slowing pre-Covid. Many high-performing and low-performing schools alike had already converted either by choice or compulsion.

“The supply of ‘low-hanging fruit’ is likely to be running low,” said Tom Richmond, another ex-government adviser and founder of think tank EDSK.

In Lewisham, only one school has voluntarily converted in four years, and none have faced forced conversion over the past six years.

Strong trust shortage

Jeff Marshall, of conversion consultants J&G Marshall, said it “can't simply be there is no appetite” in less academised regions.

He said many schools in his area - the academy col-spot of Lancashire and West Yorkshire - wanted to convert but claim that existing trusts have flaws and that DfE enthusiasm for new trusts is limited.

For Freedman, a strong trust shortage was a bigger issue than politics. Some less-academised areas have fewer strong secondaries which have

founded trusts, he said.

“They've become reliant on a small number of big MATs, which grew rapidly with less competition. Those have good, centralised turnaround approaches, but that's not attractive to schools that don't want that.”

Trusts not all keen to grow

Trust's own enthusiasm and capacity matter too. Official data on trusts that have been approved as sponsors details where their “lead” schools are based.

The second least-academised north has the fewest sponsors, while it and Lancashire and West Yorkshire have the fewest sponsors per school.

Freedman said “schools no-one wants” remained a challenge, with rural northern areas like Cumbria home to many tiny, less financially viable schools.

The government has set up the “turnaround” Falcon Education Academies Trust to take on such schools, but it has only two to date.

Trusts may also have “limited appetite for supersize status”, West Jones said. Most of The Key's respondents said 6 to 10 schools was the ideal size. Just 10 trusts have more than 40 schools.

Regulatory hurdles

Regulation exacerbates issues by making the creation of new regional hubs difficult, according to Freedman. Weak trusts can only be forced into stronger ones if all schools are “inadequate” or they are failing financially.

“One school in special measures isn't attractive, but RSCs can't easily say ‘here's a package’ of schools,” he added.

Freedman backs national standards for MATs, making intervention easier – and extra funding for upfront expansion costs.

Central capacity was the second most cited barrier to growth in The Key's survey.

Charlotte Cornish, director of academy consultants Premier Advisory, said this could be targeted, incentivising trusts in academy hotspots to enter coldspots.

She also recommended letting strong schools continue converting as standalone trusts on condition that they eventually expand.

However ministers have increasingly made it clear they want all academies in a “family of schools” – sounding the death knell for single-academy trusts.

Positive signs for ministers

Even academy hotspots face challenges. In the three most academised regions, academy openings since August 2020 are lower than the national average. Sixty

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new academies opened in the south-west, a 4.6 per cent rise and the lowest of any region.

Trends are not all bleak for ministers, however.

The academy coldspot of the north saw 133 academies open over the same period – a 22.3 per cent rise. The majority of these belong to trusts in the Diocese of Hexham – which shows the impact of a growing wave of Catholic diocese-led conversions.

For all Covid's challenges, 42 per cent of trust leaders told The Key it had not affected growth. One called it a “catalyst” that has accelerated interest in collaboration.

It may mean “some pent-up demand” among trusts, with the return of in-person meetings makes trust-school relationship-building easier, West Jones said.

There may be particular growth potential in regions with average academisation rates like the West Midlands. They have higher numbers of both sponsors and trusts, typically with fewer schools.

Council MATs ‘possible way forward’

Lockdown savings may also help bankroll expansion. Around nine in 10 schools reported having cash leftover in their 2019-20 accounts, according to the National Audit Office.

The watchdog even found a “sizeable minority” of trusts were building up “substantial” reserves.

In contrast, Lewisham's Chris Barnham accused the government of a “creeping undermining of the council's financial position”, that makes it harder to maintain schools. And highly-academised areas can reach a “tipping point” where councils want out, Freedman said.

A DfE spokesperson said the white paper would detail plans within months to “accelerate” all schools joining MATs to help children fulfil their potential.

Boeck said council-run MATs were a “possible way forward” in West Berkshire, and Chadd said Hampshire wanted to work with schools to see if the model “has merit”.

The stakes are high. Richmond warned: “Unless the white paper can provide maintained schools and local authorities with a compelling logistical and financial case, the much-maligned status quo could drag on for years to come.”



Roz Chadd



Jeff Marshall



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EXPLAINER

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What you need to know about (delayed) ECF and NPQ provider inspections

Full inspections of lead providers of the government's early-career framework and national professional qualifications won't start until next year.

The watchdog had expected inspections to begin in spring. But it will now run monitoring visits in the summer, with full inspections not due to start until 2023.

Only lead providers will be directly inspected, but Ofsted will visit a "sample" of their delivery partners, including schools and trusts.

The government announced last year that Ofsted would inspect lead providers under its ECF and NPQ reforms.

The ECF is a two-year programme of training and development for new teachers, and a reformed suite of NPQs is on offer to more experienced staff.

Here's what schools need to know.

1. Monitoring visits from this summer...

Ofsted will start monitoring visits to lead providers this summer to "check that early implementation is on track".

The visits, carried out in the first year of a provider's operation, will judge "whether leaders are taking effective action to establish the new courses".

2. ... and full inspections start spring 2023

Full inspections will then start next spring, with lead providers "usually" visited at least once every two academic years from their second year of operation.

Inspections will be on-site, but "some elements" may be conducted through video or telephone calls.

3. Ofsted may also visit schools and trusts...

Only government-funded lead providers will be inspected, though Ofsted will also visit a "sample" of delivery partners, which include schools, academy trusts and teaching school hubs.

They will also speak to participants, school-based mentors, induction tutors and trainers to "inform our assessment of a lead provider".

There are six lead providers for the ECF, and up to 11 NPQ providers in each region of England.

4. ...but school training won't be inspected

Ofsted has said it will not make judgments about individual early-career teachers or NPQ participants, delivery partners or mentors.

It will also not inspect ECF training in schools that choose to run their own induction programme, or make judgments on the content of ECF and NPQ programmes of education.

Individual lessons and monitoring and training sessions won't be graded, and Ofsted won't consider the accuracy of NPQ summative assessments.

5. Same grades as school inspections

Full inspections will see providers judged on their "overall effectiveness", as well as the "quality of professional development and training" and their "leadership and management".

Ofsted will use the same grades used for schools and initial teacher education providers: 'outstanding', 'good', 'requires improvement' and 'inadequate'.

The inspections will also report on "any failure to comply with the statutory requirements of the ECF", and comment on the quality of the mentor training programme.

6. DfE will 'act' if standards not met

As well as helping providers improve, Ofsted said its inspections would provide information to government and parliament about the work of lead providers, "allowing the government to act, if necessary".

"This information includes whether an acceptable standard of professional development and training is being provided, minimum standards are being met, and the use of public money is justified."

7. ECF and NPQs normally inspected together

Ofsted said that, where a provider offers both ECF and NPQ programmes, it will "usually carry out full inspections in parallel, where possible".

However, it will "always" carry out a single monitoring visit to lead providers in their first year of operation, "regardless of whether they offer both ECF and NPQ programmes".

8. Inspectors may visit following complaints

The watchdog said scheduling of inspections would be proportionate to the "performance and circumstances of lead providers".

Providers will be inspected based on the period of time since their last inspection, their previous inspection outcomes, "local intelligence", information from the DfE and "any other significant concerns that are brought to our attention, for example, complaints about the lead provider".

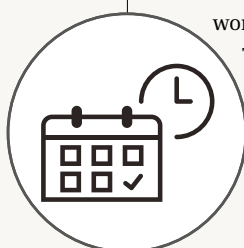
Ofsted said that if a monitoring visit finds a provider is "not taking effective action" to ensure their provision is of "high quality", then it will "normally return to do a full inspection within a year".

9. Providers get five days' notice

Providers will normally "get the call" between 9.30am and 11am five working days before the start of the inspection or monitoring visit.

They can request deferrals.

Full inspections will "usually consist of four days of activity within the same week".



NEWS

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Catholic trust pilot in disarray after academy U-turn and pay gaffe

TOM BELGER

@TOM_BELGER

EXCLUSIVE

A flagship Catholic academy trust pilot has been thrown into disarray after 19 schools' conversions were halted and others were left without regular funding.

The Department for Education now faces calls to apologise to 19 schools who were issued academy orders without their consent after a legal challenge forced a U-turn.

The setbacks to Hallam diocese's academisation drive come as an embarrassment for ministers, as Schools Week can also reveal it recently joined their high-profile diocese trust pilot.

The DfE sent academy orders to every voluntary-aided Catholic school in the diocese in December.

Hallam plans to consolidate all its schools in South Yorkshire, Derbyshire and Nottinghamshire, including 28 existing academies, into two large multi-academy trusts.

Such orders typically only follow applications by governing bodies themselves for converter academies, or after 'inadequate' inspection results for sponsored academies.

But the diocese itself sought orders for the schools. Unions then took legal action on behalf of shocked governors and heads – alleging that the lack of governing body resolutions made them “void”.

On Wednesday the government agreed to withdraw all the orders, saying it would await applications directly from governors.

Kevin Courtney, general secretary of the National Education Union, called it “a victory for common sense, and an important line in the sand”.

Schools Week has learnt that on the

same day, some of Hallam's other schools were surprised not to receive their usual general annual grant funding.

Some academies were told to expect a week's delay for the cash. This was because the Education and Skills Funding Agency (ESFA) had expected them to transfer on March 1 as the diocese wanted – but not all have done so.

One school source accused the ESFA of “jumping the gun” in the same way that the DfE had over academy orders. “No-one should be changing anyone's funding dates,” they added.

A government spokesperson said it would work with schools to “resolve any resulting issues”.

Rob Kelsall, national secretary at school leaders' union NAHT, said the conversion U-turn would be a relief for leaders and governors. But he added: “It's a shame the DfE haven't seen fit to apologise for what they've put these schools through.”

The Catholic diocese is one of several embroiled in disputes with unions over controversial conversion tactics, as increasing numbers embrace multi-academy trusts.

It also recently joined a pilot to boost flagging Christian school academisation, with a £100,000 grant to come.

The reversal of academy orders is rare, with the DfE only allowing it from 2016 in “exceptional circumstances”.

A Schools Week investigation found only 33 had been revoked three years later. More recently one school with credible evidence of improvement had to go to court to block conversion.

A DfE spokesperson said: “We continue to work with the Diocese of Hallam as they establish academy trusts in consultation with their schools and will issue new academy



orders in due course once formal applications are made by the relevant schools' governing bodies.”

RSC decisions have always been “one step” in conversion alongside governor consent, they added.

Philip Patterson, Hallam's director of education, said: “We will continue to work closely with our schools and the department to deliver the Bishop's strategic vision.”



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Teachers observed on 'curriculum intent' as Ofsted focus seeps into classroom

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Schools are misusing Ofsted language and "exporting pressure" onto teachers by judging lessons based on curriculum intent, leaders are warning.

Teacher Tapp statistics published this week revealed that around one in five teachers reported receiving feedback on curriculum intent following a lesson observation

More than one in 10 have been asked to judge a lesson on its relevance to the curriculum.

Curriculum intent was introduced under the 2019 new inspection framework as part of the quality of education judgment.

It is described as the extent to which a school's curriculum "sets out the knowledge and skills that pupils will gain at each stage".

But a 2019 Ofsted blog titled "Busting the 'intent' myth", states that when evaluating intent "inspectors will primarily consider the curriculum leadership provided by senior,



subject and curriculum leaders".

Dan Morrow, chief executive of Dartmoor Multi Academy Trust, warned that schools were "misusing Ofsted language in school improvement".

Morrow said that it "isn't the role" of classroom staff to focus on intent and it would be "harmful" for them to focus on this aspect of curriculum. It means "they will be less focused on pedagogy and delivery, and therefore less focused on meeting individual pupil needs".

"School leaders need to be worried about Ofsted, classroom practitioners need to be worried about the children in front of them," he added. "If we conflate the two, all we are doing is exporting pressure onto all of our teams in a way which is counterproductive."

A Teacher Tapp survey in December revealed the extent to which the concept of curriculum intent has permeated schools. Eighty-five per cent of teachers reported they had heard the phrase since September.

Stuart Guest, headteacher at Colebourne Primary School, in Birmingham, said part of the issue was that schools were "trying to cover their own backs" ahead of an Ofsted visit.

Stephen Chamberlain, chief executive of Active Learning Trust and a former Ofsted inspector, added that there will always be "unintended consequences" from a framework as "people always interpret that Ofsted are looking for a particular thing".

An Ofsted spokesperson said: "When looking at curriculum intent on inspection we will talk to leaders to find out whether the curriculum is broad and balanced. We don't make judgements about the quality of individual lessons."

JAMES CARR | @JAMESCARR_93

Trust protest academy rated 'inadequate'

A troubled academy where both staff and pupils staged protests against its parent trust over potential job losses has been rated 'inadequate'.

Ofsted ruled safeguarding was "not effective" at Tendring Technology College, in Frinton-on-Sea, Essex, in a report published on Friday.

Girls told inspectors they faced abusive language from "over-sexualised" boys, with homophobic abuse also found during a November visit.

Earlier that year staff and pupils at the school had taken to the picket line for three days of protests against a proposed restructure by Academies Enterprise Trust, which runs the school.

AET – the third-largest trust in the country, with 56 schools – was warned over losing a Birmingham primary school in 2020 that had been rated 'inadequate'.

It followed two school improvement warnings for separate schools within a matter of weeks in 2019. The trust had been banned from taking

on new schools in 2013 after being judged to have expanded too quickly.

However Ofsted said AET's more recent "decisive action" at Tendring was contributing to the school, rated 'good' during its last full inspection in 2016, becoming "more settled" after a "turbulent period".

[head] 'If you are different, you will be bullied'

Inspectors ruled the school's safeguarding arrangements were "not effective" and "until recently, safeguarding leaders have not had the capacity to carry out all their duties effectively".

Ofsted noted "learning is regularly disrupted" and "not all pupils feel fully safe" at the school, which has 1,829 pupils across two sites.

Bullying was "not dealt with properly" and "too many pupils face homophobic abuse".

"Pupils told inspectors that if you are 'different', you will be subject to bullying and offensive language," the report stated.

Girls also told inspectors "not enough is done to prevent boys from using abusive

language towards them, or to deal with the over-sexualised behaviour of a small minority of boys".

A short inspection of the school in 2019 warned that "inspectors have some concerns that standards may be declining".

In May last year, three days of strikes were held by teachers against AET proposals to slash support staff, merge departments and reduce middle-management positions.

It was also reported that hundreds of pupils refused to attend lessons on one day of the strike over a perceived lack of mental health support.

The trust, which had been given millions of pounds from government to aid "financial recovery", later agreed to pause the restructure.

AET said it now has new leadership "working hard" to resolve the "significant difficulties. We know we have not always got things right in the past and we are determined to do better."

NEWS

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Warning over 'cruel' school funding 'have and have nots'

TOM BELGER

@TOM_BELGER

Schools' rising financial surpluses mask "cruel divides between the haves and the have nots", MPs have warned.

The government must "thoroughly investigate" both regional divisions and the scale of cuts to subjects and staffing, according to a report by parliament's Public Accounts Committee.

The cross-party group of MPs have made three major recommendations. *Schools Week* has the round-up ...

1. Investigate regional divides

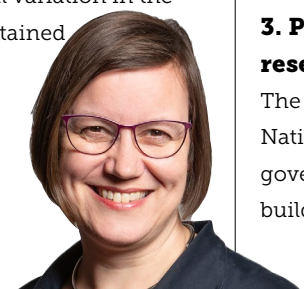
MPs say there is "significant variation" between different schools' financial circumstances.

Dame Meg Hillier, the PAC chair, said the Department for Education's "airy assurances about the healthy books of academies in particular mask some cruel divides between the haves and have nots".

The department is accused of "blithely looking for laurels to rest on" by highlighting the fact that most maintained and academy schools are in surplus and suggesting the sector's finances held up well overall. MPs had asked why one in 10 maintained schools are in deficit.

Official figures show some areas do not have a single school spending more than it receives, but others have as many as 46 per cent in deficit. In 26 areas, more than one in five schools are in the red.

The report says maintained secondaries face particular pressure. It recommended: "The department should thoroughly investigate geographical variation in the financial health of maintained schools, determine the underlying causes and decide whether some schools or local areas need extra support."



Dame Meg Hillier

2. Research scale of frontline cuts

MPs said the department had not carried out its own research into the impact of financial pressures on school provision, despite a 2019 Ofsted study highlighting cutbacks.

But the Education Skills and Funding Agency (ESFA) told MPs it will study the issue with a more representative sample of schools and the DfE has said it is monitoring subject teaching hours.

The PAC report states that this study must be published and include "sufficient reliable evidence" on local financial pressures, including whether staffing or the curriculum have faced cuts.

Geoff Barton, general secretary of school leaders' union ASCL, said that it was not only PAC that is "frustrated by the DfE's blithe insistence schools have never had it so good."

"Many school leaders have had to make very difficult choices about where to cut back over the past few years."

3. Probe trusts with significant reserves

The committee has echoed a recent National Audit Office call for the government to probe academy trusts building significant reserves.

MPs noted that almost a quarter of trusts had reserves worth more than a fifth of their annual income in 2019-20.

"A significant amount of funding is not being spent on educating pupils currently in school," they concluded.

Schools Week analysis found that some large trusts further shoring up finances in 2020-21, as Covid led to a reduction in bills as buildings were left empty as well as delaying infrastructure projects.

The ESFA said it already challenges trusts with "excessive" reserves of more than 20 per cent and not held for specific purposes.

But MPs say it cannot do so effectively as it lacks information on whether reserves are earmarked for particular projects.

The PAC has asked for "details of the specific actions taken", both within a month and again within six months.

Schools Week asked the ESFA for such figures and trust responses last month. But the freedom of information request was refused as government "does not hold a centralised record". Issues are dealt with "on a case-by-case basis".

Barton said PAC's request was reasonable, but trusts needed reserves for "future needs", such as capital projects.



Geoff Barton



NEWS

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Williamson's knighthood shows 'utter contempt' for sector

TOM BELGER

@TOM_BELGER

The decision to hand Gavin Williamson a knighthood has caused outrage across the country and shows "utter contempt" for school pupils and staff, leaders claim.

The government announced the honour for the former education secretary on Thursday, less than six months after he was unceremoniously sacked in a reshuffle by prime minister Boris Johnson.

Williamson – also a former chief whip and defence secretary – had faced heavy criticism for his handling of the pandemic's impact on schools, most notably 2020's exams fiasco.

Geoff Barton, general secretary of school leaders' union ASCL, said Williamson's tenure was "one of endless muddle, inevitable U-turns, and even threats of legal action to override local decisions".

Sam Freedman, a former DfE adviser, accused the government of "waiting for a major war to sneak out the knighthood" because of their embarrassment.

Honour shows 'contempt' for children and staff

Williamson's dismissal also followed criticism over chaotic school closure and reopening plans, and a threat to sue school leaders and councils that tried to close early for Christmas in 2020.

His department's reluctance to provide free school meals support during holidays also sparked an outcry, with lobbying by footballer Marcus Rashford forcing repeated U-turns.

Last year Williamson was also accused by scientists of endangering the health of hundreds of thousands of pupils; they warned that fully reopening schools without robust mitigation measures was "reckless".

Jonathan Culpin, chief executive of Anglian Learning, a 14-school multi-academy trust, called the knighthood "unbelievable".

Lib Dem education spokesperson Munira Wilson said people would be "outraged", adding: "The only award Gavin Williamson



Gavin Williamson

should be given is the one for worst education secretary in history."

Shadow education secretary Bridget Phillipson said the honour showed "utter contempt" for children and staff, noting Williamson's further failures on distributing laptops. "Boris Johnson is proving again it's one rule for him and his mates and another for the rest of us," she said.

Knighthood was left out of new year's honours

Williamson's name was conspicuous in its absence from the new year's honours list, though he had been tipped for a knighthood in 2021.

According to The Daily Telegraph, a government source said the knighthood had been due in the new year, but was delayed because of Sue Gray's investigation into lockdown parties. It was then approved once police decided against investigating a DfE gathering.

A brief statement released by Downing Street today said the Queen was "pleased to approve that the honour of knighthood be conferred" upon Williamson.

Anyone can nominate individuals for honours, but who receives one and which honour they receive is typically decided by committees of civil servants and

independent members.

These recommendations go to the prime minister, who then recommends them to the Queen.

A new system of awarding honours for parliamentary and political service was only introduced relatively recently under the Conservatives in 2012.

A House of Commons Library report in 2017 noted it was a "controversial part of the honours system", because of public suspicion that it could be dished out for political support – or for "just doing the day job".

Chief government and opposition whips serve on the parliamentary and political service committee – meaning its former members include Williamson himself.

Barton said problems under Williamson's tenure as education secretary were "not all Williamson's fault", however, with "the hand of Downing Street detectable amidst the chaos too".

"The challenges of the pandemic and the implications for education would have been challenging for any education secretary, and this needs to be recognised. However, many parents will share our surprise that his record in this role warrants the conferring of a knighthood."

Williamson was approached for comment.

EXPLAINER

Abuse inquiry demands tougher school safeguarding rules

The government must tackle “many shortcomings and failings” in current safeguarding training, data-sharing, checks and sanctions in schools, according to a child sexual abuse inquiry.

The Independent Inquiry into Child Sexual Abuse’s latest report on residential schools, published this week, says many “deeply distressing cases of serious abuse” went unnoticed or were not appropriately handled.

“Poor leadership frequently left staff unaware of how to respond to concerns about sexual abuse or too afraid of potential consequences to act,” said Professor Alexis Jay, IICSA chair.

“Day and residential schools play a key role in keeping children safe from harm, but despite 20 years of enhanced focus on safeguarding they are not as safe for children as they should be. This must change.”

The government-ordered inquiry had heard evidence from over five independent special schools, four fee-paying specialist music schools part-funded by government grants, an independent boarding school, and two state day schools – Headlands School in the East Riding of Yorkshire, and Hillside First School in Weston-super-Mare.

1 NATIONAL SAFEGUARDING TRAINING STANDARDS

The government should introduce “nationally accredited standards and levels of safeguarding training in schools”.

The highest level of such training should be mandatory for heads or designated safeguarding leads.

The report notes “considerable differences of approach” as there is no minimum content for safeguarding in the initial teacher training curriculum, and academy and independent teachers do not need to have trained to achieve qualified teacher status.

It also said there is no designated safeguarding lead qualification, despite the NSPCC warning the inquiry that it risked staff lacking the required knowledge.

2 GIVE MISCONDUCT WATCHDOG MORE POWER

The Teaching Regulation Agency, which has the power to ban teachers over misconduct, should have its remit extended to cover all teaching assistants, learning support staff and cover supervisors.

Current TRA guidance for schools has “weaknesses”, the report found. For instance, it does not make clear enough that safeguarding omissions can be sufficiently serious to constitute misconduct.

The report stated: “This means that cases of serious incompetence leading to safeguarding failures and risking harm to a child may not be referred to the TRA.”

A government consultation on widening the TRA’s powers is ongoing.

3 ENSURE CHECKS ON VOLUNTEERS

Current guidance on keeping children safe in education should provide more detail on the required supervision needed of volunteers in schools, according to the panel.

It should make clear that Disclosure and Barring Service (DBS) checks are

free for volunteers and should be used “wherever practicable”.

Despite an increasing number of volunteers in schools, they are currently not eligible to be checked for any bans on working with children as they are “not considered to be engaged in a regulated activity”. Enhanced DBS checks are not compulsory.

4 NOTIFY OFSTED OF ISSUES

Schools should be required to inform Ofsted when they refer staff to the Disclosure and Barring Service or Teaching Regulation Agency, while residential special schools and boarding schools should have to inform them of alleged abuse and other “serious incidents”.

There should be “professional or regulatory consequences” for failure to notify such allegations.

“There are numerous examples of positive inspection reports predating the emergence of serious safeguarding concerns, and which are then followed by less positive inspection reports.”

Current inspection arrangements are “complex and confusing” with regard to safeguarding. Effective inspection is sometimes hampered by the DfE, inspectorates and other agencies not sharing information, and staff also being “parsimonious” with providing information.

5 REVIEW RSHE FOR SEND PUPILS

The DfE is encouraged to hold an “urgent review” to improve relationships, sex and health education (RSHE) for children with special education needs and disabilities, in all settings.

The report noted a significant proportion of young victims of harmful sexual behaviour have learning disabilities. Charity Mencap told the inquiry RSHE was vital, but needed to be adapted to their learning needs and different, “often more limited. life experiences” – something “often not achieved”.

There is no separate syllabus or guidance for pupils with SEND in the current RSHE guidance, with Mencap arguing for “greater leadership” by government.

GOVERNMENT: RULES ALREADY STRENGTHENED

A government spokesperson called sexual abuse “abhorrent” and said it expected schools and colleges to provide the right support, care and protection.

But they said the ‘Tackling Child Sexual Abuse Strategy’ sets out a whole-system, cross-government approach to tackling all forms of child sexual abuse, regardless of where it takes place.

This was “strengthened” following the Ofsted sex abuse review, they added, to help teachers to spot signs of abuse.

New reforms will include asking schools to dedicate inset day training to safeguarding guidance and delivering the RSHE curriculum, reforming its guidance and extending it to post-16 settings, and updating Ofsted’s handbook regarding identifying abuse.

EDITORIAL

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Fact check: Can schools support Ukraine while remaining 'politically impartial'?



Freddie Whittaker
DEPUTY EDITOR

The start of the war in Ukraine coming so soon after government guidance on political impartiality in schools has prompted some educators to ask for help on how to broach the issue in the classroom.

This was epitomised in a Reddit post shared on twitter this week, in which a teacher asked for advice on whether they could support a pupil's fundraising efforts for affected Ukrainians, while also remaining politically impartial.

So where does this leave schools?

We asked the department, which pointed us to two specific points in the guidance.

One states that "not all areas of ethical debate are political issues", and there are "some concepts and views that can be considered as shared principles that underpin our society and not political issues in this context".

Examples cited include a "belief in upholding certain rights, such as freedom of speech and protection from violence and criminal activity, or challenging discrimination and prejudice, including racism".

The guidance goes on to say that concepts and views which are shared principles "should be reinforced by schools. This includes fundamental rights, tolerance and

challenging discrimination and prejudice."

The key point here appears to be the line about the right to "protection from violence and criminal activity", which is clearly threatened by Russia's invasion of Ukraine.

The guidance also reminds schools of their duty to "actively promote" the fundamental British values, which include democracy and the rule of law.

Ultimately the guidance – on its own – is probably quite helpful. But herein lies the problem. Ministers' propensity to ham up and oversell their actions – normally to bag a couple of national newspaper headlines – damages all of this.

Government buildings are flying the Ukrainian flag in solidarity, and ministers have made no secret of their support for Ukraine, and their opposition to Russia's military action.

Yet schools and parents feel afraid to show their own support because of ministers' bravado about wanting to be seen looking tough.

Rules regarding political impartiality were already in place. Unfortunately attempts to clear up matters have just made it worse.

SCHOOLS WEEK



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HELPING YOU TO SHARE THE POWER OF VOCATIONAL EDUCATION WITH PUPILS AND PARENTS

At this time of year, we know that many of you will be busy holding options evenings to give pupils and their parents all the further study options available to them, as they embark on the next stage of their school lives.

With this in mind, we've created a parent pack – full of resources to help parents and pupils make informed decisions around how vocational education could enhance their future prospects, with all the details they need on our V Cert Technical Awards for 14–16-year-olds.

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At a recent event we hosted on the power of vocational education, our



speaker Kevin Rumary – Associate Assistant Principal at Ormiston Rivers Academy – said: “V Certs allow pupils to follow a passion. And so, when we see this wide plethora of options available to them – including drama, dance, music, engineering, and sport – we’re offering the things that have actually piqued their interest and that they want to do when they grow up.”

At NCFE we’re committed to supporting young people to achieve the best possible outcomes from their learning journeys. This is why we’ve developed a suite of resources aimed at helping parents and learners make informed decisions around V Certs.

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We’ve created resources you can send directly to parents and share during your

options events; these can be found on our [V Cert Parent Page](#) and include:

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Profile

JESS STAUFENBERG | @STAUFENBERGJ

‘We relentlessly focus on excellence – but not if it requires a compromise on compassion’

Caroline Barlow, headteacher at Heathfield Community College, and vice chair of Headteachers’ Roundtable, tells Jess Staufenberg about the power of collaboration, and the importance of gathering experience slowly

When *Schools Week* asked eduTwitter to recommend headteachers running local authority schools to feature, one name kept coming up: Caroline Barlow, head at Heathfield Community College in east Sussex.

It’s little wonder. Known for strong student outcomes and staff retention rates, Barlow’s school has been featured in *The Teacher Gap*, by Becky Allen and Sam Sims, and *The Learning Rainforest*, by Tom Sherrington. She served as chair of East Sussex

Secondary Heads for five years and coordinated its school funding cut campaigns. In June last year, Barlow became vice chair of the Headteachers’ Roundtable (HTRT) think-tank.

Despite her national status now, her road to the top job was more the tortoise than the hare approach. She qualified as a teacher in 1992 and became a headteacher six and a half years ago.

“I took my time,” says Barlow “I did every job along the way to reach headship. I was in senior leadership roles for 14 years! I stand

in polar opposite to shooting into headship very quickly.”

Barlow’s core value appears to be the importance of collaborating with others and learning from them. She mentions collaboration no less than 14 times in conversation and seems to genuinely live and breathe it. To that end, she believes in working with people in roles right across school life, something she did before becoming a head.

“What I’ve done at every stage of my career is look for a range of insights and experience

Profile: Caroline Barlow

and gathered it up along the way."

Her belief in working with others may explain why she was so irked by comments last year from former academies minister Baroness Berridge in a *Schools Week* interview: Berridge questioned the "moral purpose" of single-school headteachers and urged them to come out of their "splendid outstanding isolation". In response, Barlow asked: "What will prevent networks collaborating within but not between each other, leaving children in the middle of competing tribes?"

Barlow's comment reflected her concern that collaboration is not properly baked into the system. As the head of a local authority-maintained school her capacity to collaborate is limited. "If the head down the road doesn't want to collaborate with me, they don't have to," she explains.

But academy trusts are not a sure-fire solution either. As she told Berridge, trusts don't often cooperate with each other. "I worry we will end up in a place where we simply reflect the competition between individual schools across networks of schools."

It's partly why she's enthusiastic about the HTRT's new focus this year – amplifying the role of headteachers as "civic leaders" in their community, as demonstrated by the pandemic. It's "all about building partnerships," with employers, charities, families, community group, says Barlow.

Her impressive ability to cut to the heart of things may explain why she was invited to join HTRT after just one year in headship. The think tank was set up in 2012 as a non-party political voice to influence government education policy. How does one get onto the roundtable?

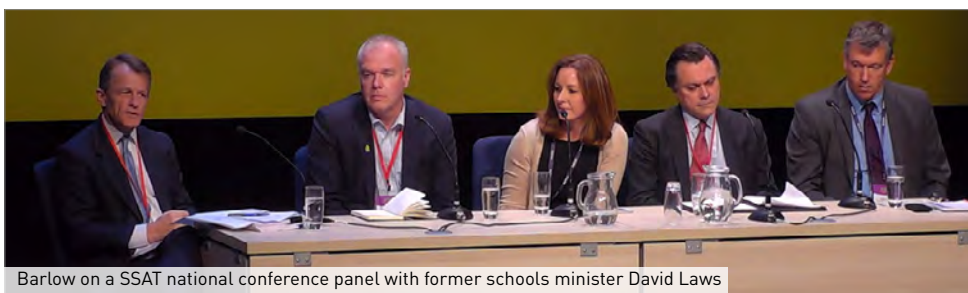
"As a female lead of a maintained, rural comprehensive, I probably ticked some boxes!" she laughs. "It's also about who has the capacity and influence to make a difference."

As a case in point, Barlow nods to the recruitment and retention policies she helped write in the HTRT's 'alternative green paper' in 2016.

For instance, the government has now accepted that "one way to attract people into the profession is an acceptable starting salary". Meanwhile she says the importance



Barlow outside the Houses of Parliament



Barlow on a SSAT national conference panel with former schools minister David Laws

"I'm the polar opposite of shooting into headship quickly"

of "development throughout your career" has been picked up in the national professional qualification reforms.

Similarly, "there no longer appears to be any dispute that education needed additional funding, which there used to be."

But Barlow's campaigning against school funding cuts wasn't without its hiccups. When she tweeted a picture of herself sat beside a cliff in 2018 with the words 'living on the edge', it prompted a small media frenzy about irresponsible headteachers. 'risky behaviour' and 'selfie culture'.

"That comment was a direct comment about the school funding situation at the time", says Barlow, shaking her head. "My timeline is all education leaders and teachers and they would have understood."

Support from others helped her maintain perspective. "I've still got a folder of emails somewhere saying, 'this is ridiculous!'" She managed to hold onto her self-belief and pull through.

More successful on Twitter was the HTRT's #pauseOfsted campaign, which gained traction in 2020 before the pandemic hit. So what's happening now?

Barlow is admirably frank. "I wasn't a massive signup for that. 'Pause' was the right language, rather than remove, but I believe in evolving from within."

You can see how important a drive for high standards is for her.

Alongside her drive for high standards, Barlow says she's motivated to build schools that foster self-belief in their pupils. She

Profile: Caroline Barlow



Barlow aged about seven

cites her own experience as a child, where being advocated for was not always available at home in rural Worcestershire. She

doesn't want to expand on details, but her relationship with her dad was not an easy one.

"I would describe my upbringing as difficult, which would be a motivating factor in terms of my philosophy on education. It's partly a reflection of what I needed at the time, which was someone who showed beliefs in my abilities, at a point where it was being very much undermined."

At the time, her school failed to spot any red flags, but inspirational staff showed her an escape route.

Her history teachers, Mr Laverty and Mr Krier, and a hockey coach, Jane Powell, each "cultivated my love of history, my love of learning, and my self-confidence".

Afterwards, Barlow headed to the University of Birmingham to study history, followed by a PGCE. She then taught in and around the city for a decade.

It was here that Barlow began gathering experience on the many roles that make up school life. After a pastoral role and head of history role in Birmingham, she moved down south with her then-husband to The Matthew Arnold School in Staines, taking on the teaching, learning and curriculum portfolio. Because of a shorter commute, she then joined Weald Community School in west Sussex, as assistant head overseeing exams and data.

This was "incredibly different to leading pastorally", but "seeing how the school was led in each remit" was very valuable.

These two focuses – attainment and pastoral care – are now at the core of her



Barlow and her family, including partner and fellow headteacher Adam

"Collaboration needs to be more enabled in the system"

leadership. "It's a combination of that relentless focus for excellence, but I won't go there if it requires a compromise on culture, and compassion in how we treat staff and students.

"Having experienced all those roles, it does equip me better not to compromise on one or the other."

So how did she find the confidence to apply for headship at Heathfield Community College?

"My marriage broke down, and I would say ironically that in itself was one of the most empowering things... Leaving that probably gave me the sense of purpose that I could hold my head high."

She then met her partner of 13 years, Adam, also a headteacher. "It makes such a difference when you are with someone who genuinely believes in you," she smiles.

A big opportunity presented itself in 2014, when Barlow was selected by membership organisation The Schools, Students and Teachers network (SSAT) for a one-year secondment role as head of innovation.

She travelled the country clutching evidence from researchers such as Dylan



Barlow and her partner Adam

Williams and Professor Bill Lucas, to find out "how that was being adapted in schools". "It was an early example of recognising the importance of research-informed practice."

Everything came across Barlow's path: curriculum design at St Mary's Catholic Academy in Blackpool, led by former HTRT chair Stephen Tierney, for example, and to immersive language learning at Bohunt School in Hampshire.

By September 2015, she'd landed the headship at 'good'-rated Heathfield Community College. But she wasn't satisfied. "In a school like ours, coasting and complacency is the danger."

And it's not gone unnoticed. The school was rated 'good' again in 2020, but inspectors said it "could be judged outstanding" if a longer inspection was carried out.

Barlow perhaps represents the power of a slower ascent to leadership. By reflecting on extensive experience along the way, she seems to have been a triply powerful leader on arrival. Here's to more civic leaders like her, working more closely together.



Barlow at Birmingham University

Opinion

DO YOU HAVE A STORY?
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TIM
WARNEFORD

Governor,
Wootton Academy Trust

Rising energy costs are a teachable moment for the sector

The unregulated energy market within which schools operate leaves them vulnerable, writes Tim Warneford, but with vision and some swotting up, they can make savings

As domestic energy users, we are all aware of the rise and rise of our energy bills. Even with some degree of protection by Ofgem, we will see our bills increase by as much as 54 per cent this year. But for schools, life is much tougher still. In the 'commercial' space in which they operate, there is no such regulated protection.

Depending on what contractual relations schools currently find themselves in, the new gas and electricity rates equate to rises of over 100 per cent, which could easily mean an extra £40,000 for a primary school and over £100,000 for a secondary school. And with so little in their reserves, that is bound to affect schools' ability to employ and must surely run the risk of undermining the quality of their provision.

At a recent energy crisis webinar, anxious school business leaders shared similar experiences, venting frustration and concern over the impact that these costs will have

on their budgets and reserves. Only those schools who, either by good fortune or through foresight, procured their energy contracts ahead of these ongoing increases pre-April 2021 (and who did so by

securing a fixed-price contract) will manage to avoid the Hobson's choice facing most of us in 2022.

On the plus side, it has never made more commercial sense to take advantage of government-funded incentives to reduce carbon and costs. Grants such as those offered through the public sector decarbonisation scheme (PSDS) or from ESFA and auditor-compliant operating leases and power purchase agreements (PPAs) are already very much a part of the academy sector landscape.

Those schools that have installed renewable energy, such as LED lighting and solar photovoltaic panels, will not only be meeting ESFA requirements in terms of streamlined energy carbon reporting (SECR) by evidencing how they are reducing their carbon emissions.



They will also be enjoying the buffer of having reduced their energy bills by anywhere from 20 to 35 per cent.

But there does seem to be a disjoin between government carbon reduction targets that schools are asked to play their part in and the obstacles in supporting them to achieve this goal.

Schools are deemed 'commercial'

“Realistically, government is very unlikely to interfere

and thus operate in a competitive but unregulated market. This allows approved energy brokers to seek best-value contracts across the marketplace. However, there are many unscrupulous brokers, so schools should be careful to only appoint those with a proven track record in the sector.

Of course, post-academy conversion some schools have remained within their former local authority's energy framework, attracted by the theoretical notion that buying energy as part of a larger purchasing entity will deliver best value. Sadly, there is very little evidence to support that expectation. Lack of transparency over the suppliers invited to tender, little if any consultation with schools about what type of suppliers they wish to include and opacity over broker

commissioning all add up to an unfair balance of power that results in too many schools being placed on financially detrimental contracts. This raises serious questions about how a trust can show that it has adhered to ESFA requirements for 'good governance and robust financial management'.

There is also a particularly pernicious 'volume tolerance' clause that is very hard to reconcile with government carbon-reduction policy. Its inclusion in the energy contract effectively means that the school will be charged for usage whether they reach that level or not. The result is that it disincentivises energy-use reduction and limits the potential cost savings that could be accrued from a renewable installation.

Realistically, government is very unlikely to interfere and introduce tighter regulations to the marketplace schools operate in. It's a tough message to deliver to school leaders, who are already cash-strapped and time-poor, but their only real recourse for achieving these now essential cost and carbon savings is to learn to make more informed energy-procurement decisions and interlink these with longer-term future energy strategies.

And the best way to do that is first of all to carefully select approved, accredited energy partners with whom they can consult and take a longer view.

Ukraine special

DO YOU HAVE A STORY?
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CHRIS
UPTON

Headteacher, Tarleton Community
Primary School

Schools should be better prepared to deal with collective trauma

Senseless violence scarred our community and has taken years to heal, writes Chris Upton. We need better systems to support schools after such trauma

Standing in front of classes this week to help them make sense of the frightening news from Ukraine brought back chilling memories. Nearly five years ago, just before lunchtime on the day after the Manchester Arena attack, we learned that a little girl missing from our school had been named as the bombing's youngest victim. Saffie-Rose Roussos was only eight.

I'd sat through counter-terrorism training, but its focus is in the name: Prevent. We are none of us prepared for what to do when an atrocity actually occurs. The initial impact on the children was devastating. They struggled to comprehend that their friend had died, let alone that she had been killed in such a cruel manner. Their grief was compounded by the press, camped outside the school gates, waiting to pounce on anyone who entered or left.

As headteacher, professionals advised me that we needed to let our children grieve. This was part of the 'normal' process they needed and by providing support too soon, we could affect how they processed grief later

in life. It meant we needed to comfort and love our grieving children while waiting for the professional support many of them needed.

So our support for our children started with simply recognising they were terrified. As adults we are

“Some were diagnosed with PTSD. But they all suffered

accustomed to viewing the victims of terror as 'chosen at random'. But for children, it is a personal attack. In the eyes of my pupils, their friend had been killed; what was stopping it happening to them? The context of 2017 meant these anxieties had a grounding in reality, and that made it all the more challenging to reassure them.

Some were eventually diagnosed with PTSD. But they all suffered. One little boy took down a picture of Saffie and scribbled over it. His rationale was that if he hid her picture, it would make it all go away. We needed to understand how each child was expressing their fear and grief.

In the weeks that followed, the school received many kind offers, including a surprise visit from David Walliams. Watching their faces then, I was reminded that we needed to



focus on moments of joy. Although Saffie had died, she had lived, and been beautiful, captivating and kind. This mindset shift was so important moving forward.

We tiered our support to whole-

school, small groups and individuals. It included counselling, performing and a festival project that enabled us to take Saffie's closest friends to Manchester to build new positive associations with the city itself. But we continued to experience groups of children who were too grief-stricken to learn. We met their needs on a day-by-day basis using professional support we had sourced through our kind and patient staff, and working alongside parents.

Recovery has taken all this time and hasn't been easy or linear. The details recently released through the Manchester Arena Inquiry – namely, that the attack could and should have been prevented or minimised – have caused further anguish. Managing this during the pandemic has been tough as we were not always able to be together. But the model of

supervision we developed early on – which allows staff to share their issues and find support to overcome them – has seen us through, and we use it to this day.

We have done well and we have done right by our community. We took something wholly, unimaginably awful and ensured our community could cling to the positives of their experiences with us to help our children regain their childhoods.

But aside from anonymous donations that allowed us to lead a trauma-informed recovery programme, we were almost left alone to find our way through. How immeasurably better it would be if a collective response existed for such incidents, if a crisis-management team was deployed to work alongside the community and school. What if Prevent training went some way to preventing anyone from going into the aftermath of such situations unprepared?

I know how I feel when I see the news from Ukraine in that light. I can just imagine how our former pupils feel, too. Please don't underestimate the collective effect on your communities. For so many, it's not some distant 'history in the making', but a frightening personal attack.

Ukraine special

DO YOU HAVE A STORY?
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Schools are making incredible efforts to support Ukrainian and Russian students and must do the same for all children afflicted by conflict, writes Anjum Peerbacos

Russia's terrible aggression against Ukraine is getting wall-to-wall coverage in all its catastrophic forms, and so it should. And that's scary enough as adults, but at least it's not our first rodeo. For many of our young people, going from an unprecedented global pandemic to the threat of World War 3 in just two years is a dizzying experience.

That's the case for all our students, but for many on our roll with associations with and heritage from Ukraine and Russia, their situation requires particular support. As a school we genuinely believe, at all times, that children need to be safe, secure and content in order to flourish. In that sense, these challenging times are no different. We have spaces where students can go should they need some quiet time and they always know who they can speak to – their form tutor or a teacher they feel close to, a learning mentor, pastoral leader or even an older student/mentor.

Unlike the generalised fear we all have about escalation, however, some of our students are feeling anxious and nervous in a more specific way. They have loved ones in the war zone. Some have family members who have travelled back to the country to volunteer. Many recognise the places we are seeing on our screens.

So in the past week we have gone further. We have identified all those affected by the conflict, had one-to-one conversations with them so they could voice their concerns, allowed them time and space when they've

ANJUM PEERBACOS

Pastoral lead for year 13 and co-founder, Hijabi Half Hour



Helping victims of this and every conflict in our schools

needed it and let them know they have dedicated staff they can talk to.

Of course, their safety, security and contentment relies on more than us adults. The whole community has to support them. That's why as a faith school we have also made the

And I'm so proud of the work we're putting in to develop what might be described as a protective curriculum. I recall being at school when the UK deployed its forces in the first Gulf War. I was a teenage girl who wore a hijab, and

“Our work might be described as a protective curriculum

decision to include thoughts and prayers for those in Ukraine and those affected in Russia within our daily act of worship. We have also decided to educate and inform our students about events in this part of the world.

my surname was then Hussain. If anyone needed someone to talk to, it was me! Sadly, I had no such platform. I simply learned to shrug off remarks and comments made by peers and even teachers at the time as ‘just banter’, to deny



the underlying racism of it all because it was just too awful to acknowledge. I remember walking into classrooms and saying “Don't worry I won't shoot” just to break the tension, albeit with humour. I wanted to get in there first and talk about the elephant in the room before the elephant came stampeding towards me.

So I'm also proud that I have this platform to share best practice and relate my story. Because the truth is that, as far as many of our students are concerned, this isn't their first rodeo either. It's right that this new conflict should be dominating the airwaves and most political forums, debates and discussions too. It's right to talk about its effects on our students.

But I have taught children that have travelled from war-torn lands for over 20 years. This horrendous situation is only different in one key regard: Where were the outrage and the compassion for those killed or displaced and made destitute in Afghanistan and Iraq, in Syria and Yemen? Where was our concern as a profession for those in our schools and communities affected by those conflicts?

This week, while Black refugees being turned back or unaccountably delayed and mistreated at the Polish border received very little coverage, one reporter said of Ukrainian refugees: “These refugees are not like the others. They are blonde and blue-eyed.”

Our students have seen all of this, and they couldn't have witnessed a more overt double standard. So now that we know what works to support conflict's distant victims, let's resolve to apply it equally to all.

Ukraine special

DO YOU HAVE A STORY?
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DR JESS MAHDAVI-GLADWELL

SENCO and head of assessment centre,
Newhaven School

How can we help pupils make sense of this war impartially?

Impartiality guidance doesn't assist teachers in navigating the dilemmas they face as a result of this invasion, writes Jess Mahdavi-Gladwell, but some good practice can help

In the face of so much distressing information (and misinformation and disinformation), supporting pupils to make sense of the situation in Ukraine appears an impossible task. It's difficult to bring sense where there is none, yet we have to try.

As educators, our first response is usually to educate. The elephant in the room is the DfE's new guidance for maintaining political impartiality and how we "should go about meeting [our] legal duties". Barely two weeks old, not even its loudest critics could have imagined the advice would be so thoroughly tested quite so soon.

How can we balance 'legal' duties with our moral responsibilities? Is it possible, ethical even, to show impartiality in the face of atrocities? Is it better to avoid engaging in discussion to protect ourselves?

The fact of the matter is that we simply can't avoid addressing something that affects so many of our students so deeply. Would our students even allow us to avoid

this issue? Could we still claim to be working in their best interests if we did?

The British government has taken a side in this conflict but, rather than simplifying matters, it adds complexity to the teacher's dilemma. Those of Ukrainian heritage, especially those with family in Ukraine, may see unfamiliar images of familiar places – places they lived in or visited with family, now devastated by war. They need and deserve our support. But what of our

students of Russian heritage?

We saw only too recently how students of East Asian heritage experienced abuse because Covid originated in a place they merely looked like they might come from. Already I've heard of UK residents and citizens of Russian origin experiencing abuse. These students need our support too.

No doubt, people from other areas in the region are also indiscriminately affected. Meanwhile, they may be fearing that this conflict could be the beginning



of a series of invasions and annexations. They will be feeling a sense of loss of control.

And then there are all those from communities where war and conflict are recent, or indeed ongoing. To witness atrocities all over again will only re-open what are fresh wounds. They may have seen footage of refugees from Ukraine this week being treated differently because of the colour of their skin. They may wonder at our apparent blindness to that, and the

schools. Thankfully, there are things we can all do to ensure they are all supported to process their emotions, feel they belong somewhere and make their own sense of the world.

First, we must acknowledge that the world has become a more frightening, less predictable place. We should admit that we don't know all the answers, they may simply need us to sit with them in their distress.

Next, we should be advising young people to limit their exposure to distressing content, signposting reliable and unbiased sources of information as well as sources of practical and emotional support.

Finally, we should be aware that home, for some, has become a place where adults are sad, afraid and potentially angry. Finding stability, continuity and joy at school will be all the more important for a while.

If we need them, there are various resources available to adapt for cohorts' varying experiences and to adjust for those with SEND or mental health challenges, such as low mood or anxiety.

One way or another, sticking to our 'legal duties' is unlikely to be sufficient. Once again, teachers are called on to put their own fears and politics aside. Once again, it's time to step in, and step up.

“Once again, teachers must put their own fears and politics aside

unevenness in the reporting of this conflict compared with the one they identify with. To label and dismiss their concerns as micro-aggressions would add insult to injury.

In addition to those with specific connections to the conflict, all students have experienced a week of #WWIII trending and heard political leaders talking in those terms.

All these students could be at neighbouring desks in any given classroom. They will certainly be sharing the playground in many

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Reviews

BOOK REVIEW



Must Do Better: How to Improve the Image of Teaching and Why It Matters

Authors: Harry Hudson and Roy Blatchford

Publisher: John Catt

Reviewer: Terry Freedman, freelance ed tech writer and publisher

It almost goes without saying that teaching needs an image make-over. Although every so often there's a heart-warming story (or a cheesy television advert) about the difference a good teacher can make, the overwhelming narrative is pretty negative. This book gives a very good account of why that might be.

It is divided into three parts, and the first section explains the sources of teaching's image phearing impairment, while the second part describes where we want to end up, and the final section purports to indicate how to get there.

The first section is excellent. It takes all of the common myths about teaching, such as low starting salaries, poor career prospects and lots of time off in the form of holidays, and explains why they are wrong, or at least how the reality is rather more nuanced.

Take the long holidays, for example. Most teachers are flat on their backs after six weeks of standing, walking and having hundreds of interactions day in and day out – and they still work during the break in order to be ready for the school's return. Those are the aspects that not many people see, so as the authors rightly point out, a large source of the image problem is one of perception.

The popular view that teaching offers limited career prospects is a case in point: you start as a teacher, and end up as a headteacher. That's it. Except that it isn't. Teachers can specialise in a number of areas, and there are plenty of paths they can take as they become

more experienced.

Part two is, like the curate's egg, excellent in parts. In particular, the chapter on the difference a teacher can make to a child's life is a good reminder of why many of us went into teaching in the first place. This, along with the myth-busting in part one, really ought to be a key ingredient of the Department for Education's seemingly never-ending quest to recruit – and retain – new teachers.

Teach First is also examined, noting its good points in terms of making teaching an attractive profession to new graduates. It's an honest appraisal, dealing with its main downside, hinted at by its very name, that teaching is something you can do before going on to your real career.

The chapter promoting teaching as an academic pursuit has its good points, but is decidedly shaky in a couple of aspects. For example, it mentions the prominence of neuroscience in teacher training courses. Then the book references, without actually naming it, cognitive load theory: "Given the incredibly limited capacity of your working memory...". Now, the authors explicitly state at the beginning of the book that this is no academic tome, but come on! What on earth counts as "incredibly limited"? Cognitive load theory, despite its promotion by some educationalists, is based on limited evidence and even less common sense.

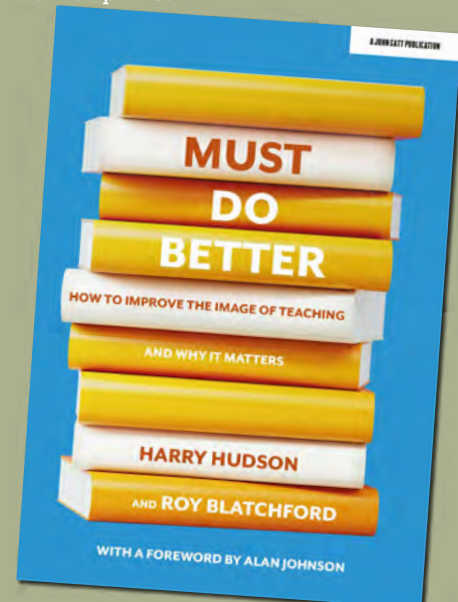
Perhaps this is a good time to note the problems with the book. The first one occurs before the very first chapter, on a page in which several people give their positive views of the book. One of these is Kenneth Baker, whose tenure as education secretary saw, in the words of Brighouse

and Waters, the greatest centralisation of education outside North Korea. This does not come across as a display of faith in teaching as a profession, so his endorsement is rather unexpected.

Perhaps more importantly: who is going to encourage teachers to blog? And who would read those blogs anyway, besides other teachers? Who is going to make teaching a recognised profession, complete with a distinctive logo?

The target audience for the book is the "general reader", which is fine except for the fact that the general reader can't enact any of the suggestions made in part three. The authors should have stopped at the end of section two and quit while they were ahead.

Part three is good, but it's little more than a salve for a profession that should be more respected – and would be, for want of solidarity in its ranks and a less combative form of political leadership from all parties.



Reviews



Our blog reviewer of the week is Sonia Thompson, Headteacher, St Matthew's C of E teaching and research school, Birmingham

@son1bun

Why you should have graphic novels in your classroom! The Power of Graphic Novels

@RuddickRichard via @TeachersPetUK

Just in time for World Book Day, this blog is a real bookish treat from arguably one of the most knowledgeable teachers when it comes to graphic novels. Richard Ruddick's Padlet of suggested novels is legendary and I for one love to read and react to (sorry... buy) his worthy recommendations.

Here, Ruddick makes a powerful case for having and using graphic novels as a staple, extolling their quality and reminding us that, actually, "children love reading them". But more than that, he compellingly sets out how they support inclusion through their themes and representation as well as their appeal to all abilities of readers.

The blog goes on to challenge some assumptions, too. Their appeal and accessibility should not be taken as signs of low challenge. Instead, Ruddick notes, their stories cover complex issues and they "have been proven to contain higher-level vocabulary".

I hardly need an excuse to buy more books, but I know what I'll be buying our pupils next!

TOP BLOGS of the week

Beyond Labels

@MrR_Storey via @CarlyWaterman21

This is the first blog outing by Ryan Storey – SENDCo, deputy designated safeguarding lead and assistant principal – and it is an emotional rollercoaster. It charts his journey since joining much-admired headteacher Carly Waterman's Lodge Park Academy when it was in special measures and paints a picture of going through the metaphorical mill of educational judgments and coming out triumphant.

Storey takes us through the raw emotions that accompanied each judgment, but the overall effect is incredibly uplifting. He writes with pride about the team he now leads and the place of SEND at the school, and he does so with touching humility. Quoting one of my favourite writers, Brené Brown, who talks about 'living into our values', he talks about the importance of owning 'our story' – in this case, a narrative of belonging to and serving a local community and shrugging off the 'special measures mindset' to embrace an ambitious, expansive, collective and long-term 'cathedral thinking'.

The #CorbyKidsCan hashtag perfectly encapsulates the hopes and potential that permeate the school's culture, and it's a powerful reminder to reflect on and be proud of the unlimited 'stories' we help our students to write.

Beautiful Work

@MaryMyatt

Last week, I was proud to publish the latest addition to Tom Sherrington's *In Action* series for John Catt Educational. *An Ethic of Excellence in Action* celebrates and exemplifies Ron Berger's seminal book *An Ethic of Excellence*, and having quoted Mary Myatt in my book, it was wonderful to see this blog espousing one of the foundational elements of Berger's writing.

Myatt's blog is a plea to practitioners to shift their practice towards providing more opportunities to create beautiful, high-quality work across the curriculum. She not only celebrates the impact on students but emphatically notes the effect on teachers too of continually asking "Is this the best it can be?"

Writing *An Ethic of Excellence in Action* has led me to a central question: what do standards actually look like when met with integrity, depth and imagination? As a school, we're on a journey to find out, and this blog is a beautiful invitation to join us.

#classicblogweek

Created and spurred on by two of my Twitter favourites, Ruth Ashbee and Ben Newmark, this hashtag saw the platform awash with blogs that changed the narrative about educational practice. From knowledge-rich curriculum to cognitive load theory, warm-strict to curriculum sequencing, from culture to types of knowledge and so much more, reading blogs afresh from Clare Sealy, Andrew Percival, Solomon Kingsnorth, Jon Hutchinson, Jo Facer, Adam Boxer, Daisy Christodoulou, Joe Kirby, Matthew Evans, Michael Fordham was a celebratory trip down memory lane. There is no question that our educational practices have radically changed as a result of these blogs and bloggers.

My only thought for the next time this fantastic hashtag surfaces is for greater diversity and representation. Blogs and bloggers that centred the critical importance of diversity in our curriculum and practices are equally important, so let's bring them into the wonderful, powerful world that is #classicblogweek

Research



This week's guest contributor in the Centre for Literacy in Primary Education.
To contact them about this research, find them @clpe1

What do schools need to level up literacy post-Covid?

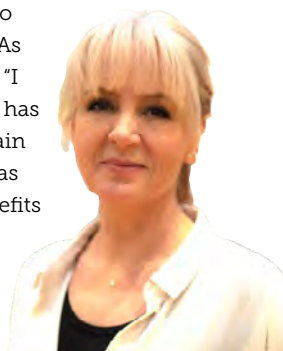
Louise Johns-Shepherd, chief executive, Centre for Literacy in Primary Education

We all understand how important it is that we support and encourage our children to read for pleasure. The research shows us that doing so at age 11 has a bigger impact on future life chances than almost anything else, including parental levels of education. That makes supporting children to choose to read a social justice issue, and therefore ought to be central to every primary school classroom.

Over the past two years the nation has borne witness to the extraordinary lengths teachers have gone to ensure the children in their classrooms receive the best learning experience possible in spite of Covid disruptions. No wonder then, that when we asked teachers in January 2021, we came across story after story of primary schools that had been endlessly and relentlessly inventive in the ways in which they supported children to have access to books.

Schools developed a range of different systems, including complicated and ingenious quarantine systems so they could distribute their books to as many children as possible and make the most of their limited book stock. They found many different ways to read aloud and to share books across web-based platforms, and our findings show that teachers were working to ensure that reading, hearing and talking about books was absolutely key to learning provision. As one teacher told us: "I believe that reading has really helped maintain their mental health as well as its usual benefits to learning."

But we also learned last year that teachers were



worried about the access their children had to texts and to books. So this year's survey has sought to ascertain the situation following the return to full-time face-to-face education.

Books are the foundation of any reading curriculum, and to encourage reading for pleasure schools need to be able to provide children with a wide and diverse range of books. Encouragingly, 73 per cent of teachers told us they had more or about the same number of books in school as they had before the pandemic. This suggests the majority of schools have maintained their book stock. On the other hand, it also means that more than one in four have fewer books than they did before the pandemic.

The vast majority of primary school teachers (94.5 per cent) have a book corner in their classrooms. However, in 57 per cent of these schools the book corners contained fewer than a hundred books. This is a low figure if you are trying to create an environment where children have access to a range of texts and text types and genuine opportunities to develop their own tastes and interests in literature.

This situation is further exacerbated by our findings about how often teachers were able to change the books in their classrooms. Nearly half the teachers (48 per cent) told us they couldn't change the books in their

classroom during the academic year.

We also asked teachers where new books in their classrooms came from. Only 37 per cent of teachers have a budget from their school for new books. This means that nearly two-thirds of teachers have no access to a budget for new books.

To encourage reading for pleasure, classrooms need books that encourage engagement, whoever pupils are and whatever their starting point. Children need access to texts that reflect the lives they are living, take them to new worlds and introduce them to new people – real and imagined. To build their reading repertoire and support them to develop stamina and to understand text construction, they need to have variety and the opportunity to develop and talk about new and different styles of books, authors and illustrators.

A stagnant and never-changing book stock is unlikely to support them to develop a habit of reading for pleasure. This is especially true for children with less (or no) access to books at home – and they are precisely those whose literacy will have suffered most from the lockdowns.

If we are serious about 'levelling up' and closing learning gaps exacerbated by the pandemic, then access to a range of appropriate and up-to-date books has to be a national funding priority.

Week in

Westminster

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

FRIDAY:

The National Tutoring Programme has been getting a lot of flak recently. But Unity Schools Partnership chief executive and former regional schools commissioner Tim Coulson was full of praise for the scheme, in a blog published on the NTP's website.

He explored how his trust had used the programme's tutors over the last two years and recommended that "as many schools as possible" sign-up as "once you get a tutor in place the impact makes it worth it".

But, what the blog fails to mention, is that the trust actually runs its own tuition agency, which is one of the 56 approved NTP partners this year!

When we asked why this wasn't mentioned, the trust said it had decided "not to use it" as an "advertising opportunity for its tutor agency".

"The trust has supported Department for Education communication, both as a trust of schools using tutoring and as our tutor agency, SP Tutors, working with both schools in the trust and wider."

Well, that's ok then.

MONDAY

"A really positive meeting with Jamie Oliver today. It's clear we both want the same outcome – good-quality, healthy food being served in schools across the country," tweeted Nadhim Zahawi, forgetting to include '#humblebrag'.

The minister proceeded to serve up his finest culinary achievements, from "strengthening compliance of the food school standards" to launching "pilot programmes to help children cook

healthy meals.

All well and good. Only ... everyone reading it had a strange sense of déjà vu.

Maths teacher @Miss_Watson replied: "Have we gone back in time? Didn't this happen just after I left school?"

This month in 2005, then-prime minister Tony Blair pledged to "draw on the remarkable work of Jamie Oliver in schools", shortly after the TV chef exposed the state of the nation's school dinners.

His Channel 4 series had followed efforts to swap poor-quality meals for healthier alternatives in schools, and sparked a petition demanding change.

The outcry famously saw turkey twizzlers banned from schools that year, and then discontinued – though perhaps Zahawi noticed their return to supermarket shelves in 2020. Manufacturers claim they are healthier "than ever before".

As Alexia Robinson, founder of the Love British Food campaign, put it: "This does sound a little like Groundhog Day."

TUESDAY

Children's minister Will Quince used his appearance before the education select committee to make a confession this week.

He was grilled about how social media was impacting children's mental health, when he said: "I think to some extent we've all become a little bit addicted to social media.

"I certainly find myself looking at it far [more] often than I know I should or would like to."

We suspect he's talking about Twitter,

which most MPs use several times daily, but we also wonder whether we might soon be subjected to dance videos on Quince's TikTok account...

WEDNESDAY

This week we learned that a school where both staff and pupils staged protests against its parent trust over potential job losses had been rated 'inadequate' by Ofsted.

Just days later, it was announced that said parent trust, AET, has appointed a new "head of change management".

The new employee? None other than Ofsted's current head of strategy Anna Trethewey.

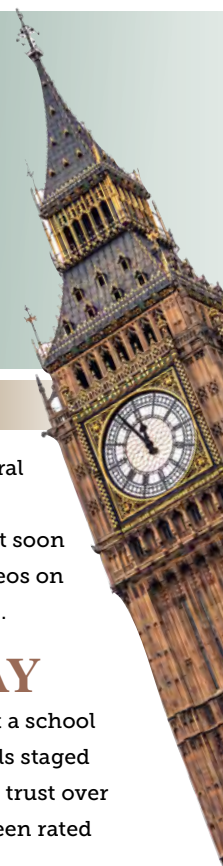
THURSDAY

At a time when Covid disruption is still rife in our schools, you would think the government would want to keep collecting as much data as possible on the impact the virus is having?

Get a grip! Covid is all over now, remember? The DfE wrote to headteachers today informing them that its attendance data collection is going weekly from next week.

Although a relatively crude measure of Covid impact on schools, it has proved invaluable in quantifying the disruption leaders are dealing with on a day-to-day basis.

The government had already stopped publishing the data weekly – presumably to avoid a few negative headlines – but stopping the daily collection surely will make it harder to spot trends in Covid absence as early as possible.





'Academies in Christ'
Part of the Archdiocese of Southwark



St Gregory's
CATHOLIC SCHOOL



ACADEMY PRINCIPAL (FULL-TIME ROLE)

Grade: L24 (£74,295) to L28 (£81,942)

St Gregory's Catholic School is a Catholic secondary school and part of the Kent Catholic Schools' Partnership (KCSP), a multi-academy trust (MAT) established by the Archdiocese of Southwark for Catholic education across Kent. Currently a MAT comprising 24 academies (19 primary and 5 secondary), KCSP is seeking to appoint an inspirational and dedicated Academy Principal from September 2022 due to the retirement of the current post-holder.

St Gregory's Catholic School is an over-subscribed seven-form entry secondary school located in Tunbridge Wells and is a popular destination for pupils from our Catholic partner primary schools in Tunbridge Wells, Tonbridge and Sevenoaks.

St Gregory's Catholic School is an inclusive academy. Its dedicated staff, helpers and governance committee members work hard to ensure that every student is supported and challenged to be their very best. Each individual is encouraged to grow spiritually and intellectually, so that unique and positive contributions can be made to society and the world. Its most recent denominational inspection in March 2018 judged it as 'Outstanding' and its most recent Ofsted inspection in March 2013 judged the academy to be 'Outstanding' in all areas. St Gregory's Catholic School are seeking a new Academy Principal who will continue to build upon and further develop the excellent work and foundations that the school has in place.

Reporting to the Executive Principal, the Academy Principal will be responsible for the day-to-day leadership and management of the academy and will lead a team that strive together for children under the school's motto of 'St Gregory's students make the world a better place'.

The successful applicant will take the lead role in providing inspirational Catholic education based on our shared Gospel values, and will be seen by pupils, parents and carers, and the wider parish as the person directing their learning, and as the academy's pastoral leader. We are therefore seeking to appoint a practising Catholic to this role.

Visits to the academy are warmly encouraged and will give you the opportunity to see all that this wonderful setting has to offer. Mike Wilson, Executive Principal, is keen to talk informally and confidentially with interested candidates via the telephone or MS Teams. Either can be arranged by contacting Katy Huitson, hr@sgschool.org.uk

Closing date for applications: Midday 28th March 2022

Interviews to be held during the week commencing: 27th and 28th April 2022

Start date: September 2022

St. Gregory's Catholic School and KCSP are committed to safeguarding and promoting the welfare of children, and require all staff, helpers and governance committee members to share this commitment. Offers of employment are subject to an enhanced disclosure and barring service check and a section 128 check.



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

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.

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 \(cabinetoffice.gov.uk\)](http://CurrentVacancies.cabinetoffice.gov.uk) and search 'School Teachers' Review Body'



2 Class Teachers

£25,714 - £41,604

Heatherwood School is a special school for pupils aged 3-19 years with SLD and PMLD. The school has a post 16 provision for pupils with MLD.

We are a friendly, welcoming school and are committed to providing innovative opportunities, outstanding levels of care and inspiring experiences to engage and motivate our pupils. We work in partnership with parents/carers to ensure our pupils develop appropriate skills for life and achieve their full potential.

We believe that learning takes place when children feel safe, stimulated and secure where kindness, care and self-belief are the foundations to learning.

We can offer:

- An exciting opportunity to join an outstanding school with strong partnerships to local schools, services and organisations
- Access to specialist CPD and coaching
- An opportunity to join a team of dedicated and hard-working professionals who put our pupils at the centre of everything they do.

Closing date 14th March 2022



Rosehill Methodist Primary Academy, in Ashton-under-Lyne in Greater Manchester, has a strong and caring community. Following the retirement of our Headteacher, we are seeking an inspirational leader who will build on our strengths and take our school to the next stage of our adventure.

The successful candidate will be a child-centred professional with a strong track record, and a commitment to ensuring that Rosehill Methodist Primary continues to be a happy and thriving environment where children can flourish.

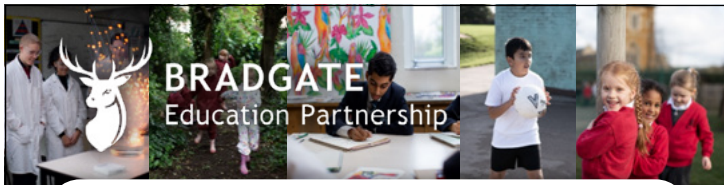
This is a fantastic opportunity to:

- Be welcomed into a strong community
- Help shape the lives of pupils with positive attitudes to learning who are hardworking, caring and proud to attend Rosehill
- Lead dedicated staff who are committed to delivering the very best for pupils
- Benefit from the support of the Epworth Education Trust, a caring and inclusive MAT

For more information, please visit www.joinrosehill.co.uk

Deadline for applications is: 9:00am on April 4 2022

Epworth Education Trust and Rosehill Methodist Primary Academy are committed to the safeguarding of children and young people. An enhanced disclosure from the DBS will be required for this post.



Executive Headteacher

Tenure: Permanent

Salary: L24—L30 (£74,284 to £86,060)

Start Date: August 2022

Two exciting opportunities have arisen within Bradgate Education Partnership for the positions of Executive Head Teacher. These roles will lead in school improvement, collaboration and development of best practice across a cluster of primary schools within the Trust. The Executive Head Teachers will be key players in the leadership of our schools, using drive, ability and creativity to make a real and direct impact upon pupils' learning. The post holder will spend the majority of their time leading on school improvement strategies, undertaking the line management of Head Teachers, supporting senior leaders, teaching staff and support staff to develop highly effective provision for our children.

These positions are going to help the Trust move into the next stage of its development in line with our strategic plans for all schools to be either 'good' or 'outstanding'.

To apply for this position please visit:

<https://www.eteach.com/careers/bepschools/>



Vacancies

Assistant Principal

Class Teacher

Woodbridge Road Academy is a special school which is opening in Ipswich, Suffolk in September 2022, and we are appointing the founding team.

Our pupils will have complex communication and interaction needs which create significant barriers to learning in a mainstream environment. We will provide a highly structured and well organised environment in order to allow our pupils to develop both academically and socially. We want our pupils to be equipped to lead lives of happiness, fulfilment and independence.

This is an amazing opportunity to have a real impact on the new academy and its pupils. Relocation package may be available. Flexible working options can be accommodated.

Click on the Trust logo to visit our website where you can view/apply for either of the roles and find out why we feel we are an employer of choice.

Contact naomi.shenton@paradigmtrust.org for more information.



GOSFORTH CENTRAL MIDDLE SCHOOL

Headteacher

We are seeking a leader with experience in primary, middle or secondary education who has a vision for independent learning and improving life chances

The Governing Body is looking for a professional and inspirational Head teacher with ambition for GCMS and high expectations of staff and students. A leader committed to delivering the highest standards of education and who values a wide range of abilities. Someone prepared to support our holistic approach to education which includes sports, music and drama.

We seek a leader with ambition for every student; who is passionate about achievement and success; who will establish positive relationships with our stakeholders and community and who will work collaboratively with our other Trust schools.

GCMS is an inclusive school at an exciting stage of development, transitioning from a four form to a five form intake, situated 3 miles from Newcastle city centre.

For further information see
www.gosforthcent.newcastle.sch.uk/vacancies



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



Headteacher Redland Green School

If you are an innovative leader and strategic-thinker, we'd love you to join our School. You will be someone who feels an affinity with our values and vision, with an impressive track record of school improvement. Our ideal candidate will have superb leadership skills and credibility to motivate and empower others.

You will already have significant whole school impact in a Headship or Deputy role and be ready to innovate and lead. We have ambitious priorities for the school and look to be at the leading edge of curriculum

development by showcasing our innovation and outcomes.

GGLT has a collaborative working culture and supportive school leadership team. To facilitate development and growth you will need to build system-wide leadership capacity at all levels through actively developing strategic governance, staffing structures, roles and responsibilities.

Closing date:
21 March 2022 at 9:00am

Interview Dates:
24 March 2022 and
25 March 2022



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**.



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

or contact Yvonne Hare at
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

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 or telephone 020 3949 7000, to request a call back.



Deputy Headteacher

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

The key focus for the new Deputy Headteacher will be;

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

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

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

HOW TO APPLY: Application packs are available at <https://education.hackney.gov.uk/jobs> or from the Federation Business Manager, Ms Alia

Choudhry: achoudhry@newwavefederation.co.uk or 0207 254 1415.

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

Closing date: Wednesday 9th March 2022 at 12pm

Interview date: w/c Monday 14th March 2022



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 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.



Headteacher

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

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

Prospective candidates will need:

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

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

Closing date: Wednesday 9th March 2022 at 12pm

Interview date: w/c Monday 21st March 2022



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



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 or 0207 254 1415.

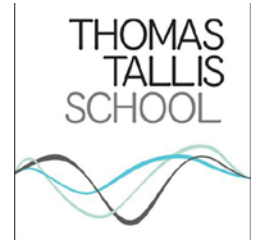
Visits to the school are warmly welcomed and encouraged so please contact us to make an appointment.

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

Application closing date:

7 March 2022, 12 noon

Interviews and assessment:

w/c 28 March 2022

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