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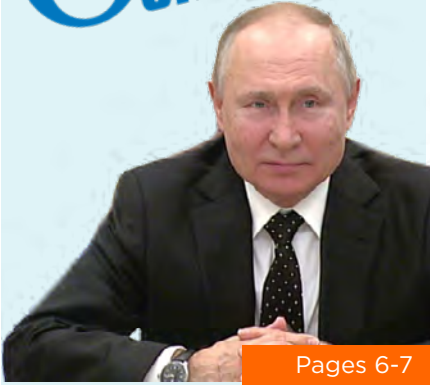


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SCHOOLS WEEK

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Controversy brews over £121m teacher training contract

JOHN DICKENS

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EXCLUSIVE

Ministers have been challenged over plans to award the flagship £121 million Institute of Teaching contract to a coalition of four leading academy trusts.

The group – including the Harris Federation, Outwood Grange Academies Trust (OGAT), Star Academies and Oasis Community Learning – have been identified as the preferred bidder. However, a final decision is awaiting sign-off from government officials.

The award is already a week later than originally scheduled.

Schools Week understands the unsuccessful bidders, a consortium spearheaded by the Ambition Institute and including trusts such as Ark, have raised concerns with the Department for Education over the tender process.

The Ambition bid was believed to have scored a higher mark for the “quality” section of the tender, but lost out due to a technicality.

It leaves the government potentially facing another row over the awarding of a flagship scheme.

Ministers are under pressure to cancel a contract awarded to the international HR firm Randstad to run the National Tutoring Programme.



It won the contract after undercutting a bid led by the charities who ran the scheme in its inaugural year.

It is understood that, like the Randstad contract award, the IoT bid that achieved higher marks for quality lost out due to a financial compliance issue.

After the IoT contract notice is officially issued, there will be a “standstill period” where unsuccessful bidders can appeal.

It is not known whether Ambition, which runs training courses for teachers, including as a lead provider for the early career framework, will appeal. The institute did not respond to requests for comment.

Schools Week revealed in January that the four academy trusts had co-founded the School Led Development Trust (SLDT) company to bid for the contract.

An SLDT spokesperson said this week: “The DfE is yet to announce the outcome of the tender process.”

The IoT will be the country’s “flagship

teacher and leader development provider” and must have at least four regional campuses. The government has said a pilot will begin in September, with 500 trainees from September 2023 and 1,000 the following year.

The winning organisation or consortium is due to receive £121 million to run the body over six years, though only £17 million is guaranteed. The rest is dependent on recruitment and future spending reviews.

Sir Dan Moynihan, chief executive of Harris, told *Schools Week* in January that the organisation would be a “ground-breaking initiative to incubate and share best practice” across the country.

The IoT will deliver the early career framework (ECF) for new teachers and national professional qualifications (NPQs) for more experienced staff as part of the DfE’s wider overhaul of teacher training.

The IoT will also attempt to replicate the approach of schools that “combine high standards of pupil behaviour and discipline with a broad knowledge-based and ambitious curriculum”, according to the DfE.

The SLDT spokesperson said its proposal was the “next organic stage in the national evolution of a school-led system that recognises that the deepest knowledge and most effective practice is generated by colleagues in schools”.

Rare procurement process

Departments are normally expected to use “open” procurement, with all interested bidders able to submit tenders and contracts awarded without negotiation.

But the IoT involves a rarer “competitive procedure with negotiation”. Anyone can apply, but only some applicants are selected to submit initial tenders. They are then expected to negotiate to improve those tenders.

Cabinet Office guidance recommends this for complex

outsourcing projects, where “significant risk” means negotiation is needed. Benefits include testing deliverability, ensuring bidders align with ministers’ aims, and relationship-building.

But it notes common pitfalls include insufficient early market engagement, limited competition, poor cost control, “scope creep”, bidders lacking equal information, and “compromised integrity” from less prescribed boundaries for the process.

Meanwhile another IoT pops up

While the decision to appoint someone to run the official Institute of Teaching drags on, others are moving more quickly.

Coventry University last month set up the ‘National Institute of Teaching and Education’ to protect the brand name of its teacher training provider. It was approved by government for institute status last year.

Googling “Institute of Teaching”

also brings up Manchester University’s “Institute of Teaching and Learning” and the South West Institute for Teaching.

The Institute for Teaching was also launched in 2017, before its Ambition Institute merger.

Tender documents say IoT’s title is “provisional” – giving the winners the flexibility to choose their own name.

NEWS

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Oak handed over on condition of 'independence and no privatisation'

TOM BELGER
@TOM_BELGER



Oak National Academy will finally move into public hands this autumn – on condition it remains “fully independent” and is never privatised.

Education secretary Nadhim Zahawi today confirmed Oak would become an arm's length body, saying the online school is “one of our greatest achievements”.

But Ed Vainker, chief executive of the Reach Foundation which established Oak, said it agreed to transfer “on the basis it will be fully independent and will always remain free and in public ownership”.

Oak bosses had earlier proposed privatising the organisation and selling it four years later – putting them in line for a £41 million payday. This was swiftly ditched, with plans for it to become a charity also dropped in favour of being nationalised.

In a speech to school leaders at ASCL's conference in Birmingham today, Zahawi will say

he is “committed to building on the ‘by teachers, for teachers’ approach behind its launch”.

Scores of teachers gave their time free to record lessons for Oak at the height of the pandemic. It now has more than 10,000 lessons and 40,000 resources, with pupils taking part in 130 million lessons as of September last year.

Zahawi will say: “We want to share the very best practice so teachers can draw inspiration from evidence-based, carefully sequenced examples.”

However, there are some concerns. Tony Staneff, head of external initiatives at the Trinity Multi-Academy Trust, one of Oak's dozens of partner organisations, said it was “not clear of the rationale for this. It feels a bit hurried. We hope more clarity will be brought. We've been told there'll be meetings with trusts and other partners.”

Government rules say new arm's length bodies must be a “last resort” and created only when

“consideration of all other delivery mechanisms have been exhausted”.

Many trusts and private providers offer lesson resources. Trinity provides lesson materials via linked organisation White Rose Maths. Ark academy trust's Mathematics Mastery is used by 500 schools.

Zahawi will say collaboration and partnership are “at the heart” of the new body, which will work with a “diverse range of teachers and experts from across the sector”.

But there are also concerns about the influence of government. A top-level agreement and articles of association are expected to outline the body's relationship with government and long-term strategy.

Both the chief executive and board roles will be subject to public appointment rules.

The DfE says the body will be “fully operational” from autumn, and the first new products available from September 2023.

Around 30 staff are expected to be transferred over from Oak. A final name has not been decided. Oak cost £6.5 million to run last year.

The government has also said it will fund the Education Endowment Foundation beyond 2026, but no further details were provided.

EXCLUSIVE

SAMANTHA BOOTH | @SAMANTHAJBOOTH

Walker promises flexibility after ECF 'straitjacket' complaints

Ministers will promise to give early career framework mentors more flexibility on how to support new teachers after complaints that the government's flagship training reforms have become a “straitjacket”.

In a letter due to be sent to schools today and seen by Schools Week, schools minister Robin Walker will thank schools for their part in delivering the “seismic” shift in support for new teachers under the £130 million-a-year early career framework (ECF).

More than 25,000 teachers – nearly all new teachers – and 23,000 mentors are using the two-year programme.

Teachers get a 5 per cent timetable reduction in their second year in the classroom for development, with more experienced staff freed up to be mentors.

Walker told Schools Week that feedback had been “largely positive”, but the department was now improving areas that were “causing some difficulties”.

Critics say the programme is restrictive and workload heavy, with one of the government's own ECF providers saying staff have to “drop something” to take part.

Walker said they were reviewing materials “to make them as user-friendly as possible” and “simplifying the digital service, making it easier to navigate”.

Department officials will look at giving mentors “more options” for when they can do training, including starting in the preceding summer term and using more online delivery where appropriate. The government is also looking at offering more flexibility on when induction programmes are delivered, “especially in the autumn term of the first year”.

Walker said: “It is crucial that we maintain early career teachers' entitlement to all of the high-quality content contained in these carefully sequenced [provider] programmes, but we also want mentors to be able to

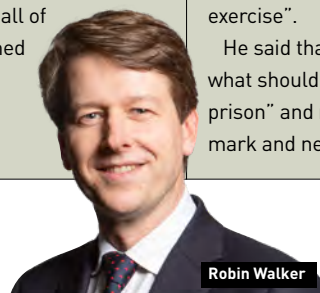
use their professional judgement in supporting early career teachers to understand and apply the content of the programmes to their particular context and role.

“We will therefore work with the lead providers and headteachers to produce guidance ahead of September so that mentors are clear how they can do this.”

A survey by the school leaders' union NAHT found that nine out of ten heads said the ECF had created extra work for new teachers, with concerns that mentors were also “drowning” in work.

Writing for Schools Week, Sam Strickland, principal at The Duston School in Northampton, said the reforms had “already become a straitjacket and a workload-inducing tick-box exercise”.

He said that the “prescriptive approach takes what should be a scaffold and instead builds a prison” and many of the materials “miss the mark and need further quality assurance”.



Robin Walker

INVESTIGATION

Schools locked into ‘immoral’ contracts with Russian energy firm

SAMANTHA BOOTH

@SAMANTHAJBOOTH

EXCLUSIVE

Academy trusts have been warned that they could face severe financial penalties if they try to cancel gas contracts with the Russian company Gazprom.

School leaders are seeking urgent legal advice on whether they can cut ties with the energy firm after the Russian invasion of Ukraine.

One council leader said it was immoral for public bodies to financially support the Russian “war machine”.

But sector experts have warned against backing out of contracts, which could force trusts to take millions of pounds away from children’s education to pay for new deals at much higher prices.

United Learning, the country’s largest trust, said it would face ten-times higher costs if it cancelled its Gazprom contract and bought from the now hugely inflated gas market.

Unions are urging the Department for Education to provide emergency funding to cover the costs of cancelled contracts.

Gary Smith, the GMB general secretary, said: “Gazprom contracts are morally indefensible. Every pound spent on heating classrooms could end up fuelling Putin’s war machine.”

Navigating the legal quagmire

The CORE Education Trust said it would face “severe financial penalties” if it withdrew early from its £1 million contract with Gazprom and EDF. But a spokesperson added: “We are looking at all options and will be discussing our next steps with our board.

“As a trust with two refugee-status schools, we have a strong track record of supporting communities in crisis and, like everyone, are incredibly concerned about the situation in Ukraine.”

United Learning said working with Gazprom was “obviously now uncomfortable”, but said they “do not



“Gazprom contracts are morally indefensible. Every pound spent on heating classrooms could end up fuelling Putin’s war machine.”

believe that we currently have a lawful way of breaking our contract with them”.

Graham Burns, education partner at the law firm Stone King, said the situation in Ukraine “would not be a lawful reason to terminate contracts”.

Trusts would have to “consider carefully the terms of their contract and any breakage costs which would apply”, he added.

Tim Golding, head of strategic partnerships at Zenergi, which supports 3,000 schools to find energy deals, said that those on fixed-term contracts faced particular problems.

“In most cases, it is not possible to come

out of, given the contractual obligations that were agreed at the point the contract was secured,” he said. Termination charges would run into the thousands, he added. Schools on flexible contracts have a “higher chance” of being able to cut ties without huge fees.

Some trusts are considering stumping up the termination costs.

Aspirations Academies Trust is “taking legal advice about how to get out of the contract”. They switched to Gazprom last November when their previous supplier went bust.

INVESTIGATION

Councils push for law change

As academy trusts receive taxpayer cash, they are required to follow The Public Contracts Regulations 2015.

These laws state authorities "shall treat economic operators equally" and "without discrimination", and procurement should not be "made with the intention of excluding" or "narrowing competition".

In 2016 Leicester city council boycotted goods from Israeli settlements in the West Bank, saying it "opposed the continuing illegal occupation" of Palestinian territory.

But the Crown Commercial Service (CCS) said boycotts in public procurement were "inappropriate" outside of legal sanctions, embargoes and restrictions being put in place by government.

Councils – also looking to cut ties with Russian firms – are now pushing for a law change.

The Local Government Act bans councils from considering the location of the bidder or any political affiliations when awarding contracts.

Paul Dennett, the Salford City mayor, has written to the levelling up secretary Michael Gove saying that Gazprom's right to bid for tenders is "enshrined" in the public sector regulations. He said there may be "no way to limit bids" from the company.

Mark Allison, the leader of Merton council, which has asked for the law to be changed, said: "It is immoral for British public sector bodies such as councils, schools, hospitals and so on to provide financial support to that regime."

Both councils have Gazprom contracts for their schools.

'From the frying pan into the fire'

Chris Felgate, the director at Ginger Energy, said cancelling gas contracts in the current market would be "like jumping from the frying pan into the fire".

As well as termination penalties, the price of gas is now "multiple times higher than it was even this time last year" and could have a "seriously detrimental financial impact on any institution".

United Learning secured all of its energy for 2021-22 and 50 per cent for 2022-23 and 2023-24 when prices were "vastly lower than they are now".

The trust said the remainder of this



Kwasi Kwarteng

year's gas contract would likely be £500,000. If repurchased at yesterday's price, it would cost £4.7 million.

"This money would therefore no longer be spent on educationally valuable activity but would instead go back to the oil and gas industry," a spokesperson said. "More money would be returned to the Russian state since the gas we are securing now at a low price would be sold at a much higher price."

Gazprom supplies 20.8 per cent of non-domestic gas in Britain. Golding said they had historically been "very competitive".

Gazprom's website states that it does not depend on Russian gas supplies "any more or any less than other gas suppliers" in the UK.

Calls for emergency funding

Hayley Dunn, business leadership specialist at the school leaders' union ASCL, said schools may feel they are "stuck between a rock and a hard place".

"It is very hard to see how schools and colleges can address this problematic situation on their own and the government needs to step in with sanctions and practical guidance or assistance as soon as possible."



Hayley Dunn

Outwood Grange Academies Trust has a £485,000 fixed-term contract with Gazprom, alongside six other

suppliers, until 2023. It says it is awaiting government guidance.

Delta Academies Trust is also seeking DfE advice on how it could end its Gazprom contract, which runs until 2023, "at the earliest opportunity".

Gazprom has been banned from raising debt in the UK and accessing its capital markets, and yesterday the government sanctioned its chief executive Alexei Miller. However, the firm said "nothing has changed" for its customers.

United Learning said: "If government sanctions legally banned trading with Gazprom Retail, then clearly our contract would be void due to illegality."

However, one energy expert said this would be the "worst scenario", leaving the energy regulator Ofgem having to find replacement suppliers for all customers with cancelled contracts.

Russian natural gas makes up less than four per cent of the UK's supply. The business secretary Kwasi Kwarteng said he was "exploring options to end this altogether".

Ministers are also looking at how to remove Gazprom from the CCS Schools Switch scheme, a website that helps schools to secure better energy deals.

GMB's Smith argued that as the government encouraged schools to sign up to Gazprom, "it is right that the costs of exiting those contracts should now be covered".

Gazprom said it did not comment on commercial matters or contractual arrangements with individual customers.

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ANALYSIS

Most teachers will still be worse off after pay rise

FREDDIE WHITTAKER
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Government pay proposals will leave most teachers 5 per cent worse off in real terms, the Institute of Fiscal Studies has warned.

The Department for Education has proposed raising minimum pay by 16 per cent over two years to achieve a £30,000 starting salary by 2023.

However, most teachers and leaders would see their pay rise by 3 per cent next year and 2 per cent the year after.

IFS analysis found that the proposals would raise starting salaries by 5 per cent in real terms between 2021 and 2023, but the lower increases for most teachers would have the opposite effect of a 5 per cent real-terms cut.

By 2023 experienced teachers would be paid on average 14 per cent less in real terms than in 2010. The drop is equivalent to £7,000 in today's money for those at the top of the pay scale.

Proposals outlined by the government amount to an average pay rise overall of almost 4 per cent in 2022-23 and just under 3 per cent in 2023-24.

The IFS said rises at this level for all staff would cost schools £1.4 billion next year and £1 billion the year after.

DfE analysis published last week estimated that funding increases planned would leave schools with £2.1 billion in 2022-23, but just £700 million the following year.

The IFS concluded that a larger pay rise of 5 per cent for teachers next year "seems affordable" in the context of the funding

increases.

Luke Sibieta, from the IFS, said while there were "clearly significant pressures and demand on school budgets, schools need to be able to recruit and retain high-quality staff to meet those challenges".

He added: "A higher award than that proposed by the government may carry fewer risks than a lower one."

The IFS warned it was also "highly likely" non-teaching staff would need a larger average rise than teachers next year when the minimum wage rises by 6.6 per cent in April.

But 2023-24 will see a smaller increase in school funding, and the IFS said there "seems little room for a higher pay award in 2023-24 without additional funding".

The think tank previously warned that funding increases announced at the spending review would only restore funding to 2010 levels by 2024.

Recent inflation forecasts are "much higher", partly driven by energy price rises. The IFS predicted that a 50 per cent rise in the cost of energy would cost schools about £400 million.

FREDDIE WHITTAKER | @FCDWHITTAKER

Pay reforms leave women teachers out of pocket

The introduction of performance-related pay for teachers may have "disproportionately disadvantaged" women, the government has said.

The Department for Education found that progression rates declined for all teachers after reforms in 2014 moved away from automatic pay progression to performance-related decisions.

However, new analysis found that the decline in progression rates was "more pronounced" for part-time teachers, most of whom are women.

Performance-related pay allows schools to give rises to staff based on targets or benchmarks. It was introduced as part of reforms that replaced compulsory pay points and mandatory threshold assessments.

All schools are supposed to consider performance when setting pay, but some have rejected the practice. By 2015, 99 per cent of LA-maintained schools and 62 per cent of academies had implemented the reforms.

The government claims the reforms give

schools more flexibility. Analysis by the National Foundation for Educational Research in 2017 found no evidence to suggest particular groups had been disadvantaged, but said its findings were not conclusive.

But new analysis in the government's evidence to the School Teachers' Review Body found that although part-time teachers were less likely to progress from the main to upper pay scale before the reforms, the trend was now "most pronounced at primary".

Given that women make up a larger proportion of the primary school workforce than men and are four times more likely to work part time the analysis warned that the "negative impact on the progression of part-time workers could have served to disproportionately disadvantage female teachers".

Louise Hatswell, a conditions of employment specialist at ASCL, said the government "must recognise how serious this issue is and consign performance-related pay progression for

teachers to the history books".

Women teachers are already at a pay disadvantage across England. The DfE found the gender pay gap for women averaged around 4 per cent between 2010 and 2020.

Polling by Teacher Tapp found 85 per cent of classroom teachers and 68 per cent of headteachers opposed performance-related pay.

A *Schools Week* investigation in 2019 found teachers had given up running extra-curricular activities and left the profession over the practice. Wales scrapped performance-related pay in 2020.

Ian Hartwright, senior policy advisor at the school leaders' union NAHT, said the DfE's "much trumpeted pay 'flexibilities' have failed".

Dr Mary Bousted, joint general secretary of the National Education Union, called on the government to "create a pay structure without PRP and that does not enable discrimination against part-time teachers and women who take maternity leave".

ANALYSIS

DfE's pay rise evidence: 8 interesting findings

The government has published the evidence behind its pay submission to the School Teachers' Review Body. Here are 8 interesting findings

1 Bursary cuts may have 'played role' in application drop

Teacher training applications rose in 2020 after the start of the Covid pandemic, but more recent data suggests the boost was short-lived. The DfE said this "does not necessarily mean that the pandemic boost to recruitment had subsided completely".

They added "other factors" could have played a role, including "changes to bursaries" since 2019-20.

Bursaries were slashed by as much as 73 per cent for new teachers this year. Some will increase or be reintroduced for this coming September, but many are still not back to pre-pandemic levels.

2 School direct salaried numbers crash after grant cut

The number of trainees on the school direct (salaried) route into teaching fell from 2,159 in 2020-21 to just 783 in 2021-22, a drop of 64 per cent.

Emma Hollis, of the National Association of School-Based Teacher Trainers, said this was a "direct result" of the DfE's decision in 2020 to remove grants for primary trainees on the route.

Hollis said a "large proportion" of those on the route were previously primary trainees. But the grant removal "effectively removed the opportunity for salaried option for primary teachers.

"We do expect numbers to remain low as grants have not been restored," she added.

3 Primary pupil population to fall 10% by 2030

Anticipated changes in the number of pupils is considered when deciding on teacher recruitment numbers.

The DfE expects the primary pupil population to drop by 10.3 per cent between 2019-20 and 2029-30.

A population bulge created by the 2000s baby boom will have moved into secondary schools.

The secondary pupil population will continue to increase, peaking in 2023-24, before gradually dropping. However, by 2029-30, the secondary population will still be 2.6 per cent higher than it was in 2019-20.

Overall, the total pupil population will be 5.1 per cent lower in 2029-30 than it was ten years beforehand.

4 Pay rise would retain just 1,000 more teachers

The DfE proposes raising pay for new teachers by 16 per cent over the next two years to meet its £30,000 starting salary pledge.

Most other teachers and all leaders would only see their pay rise

by three per cent next year and two per cent the year after under the government's proposals.

The DfE estimated the rises would retain "over 1,000 extra teachers" per year by 2023-24, compared to 2019-20, although there was "significant uncertainty around this estimate".

In pre-pandemic 2019, 39,675 teachers left the profession. Of these, 5,979 retired and 131 died, leaving 33,565 who took a break or left for good.

However, it would be "extremely difficult" to estimate the impact of higher starting salaries on recruitment, the analysis stated.

5 Women are paid 4.2% less than men

DfE analysis found a 4.2 per cent average pay gap between the base pay of full-time women and men in the profession. The gap was smaller, at 2.8 per cent, for part-time workers.

This is down to "differences in progression into and pay within leadership posts", DfE said.

Although pay has risen over recent years, the average size of the pay gap has not increased, the analysis adds.

6 'Small but persistent' ethnicity gap

The DfE found a "small but persistent" gap between the progression rates of white and Asian teachers and those of Black teachers.

This was "particularly evident" at the top end of the main pay scale.

7 Men more likely to become senior leaders, but not heads

The DfE evidence found that men were "slightly more likely" to progress into senior leadership roles from the classroom than women.

But there was "no gap in progression" from senior leadership into headship roles, the DfE said.

8 Disability data missing for half of teachers

The school workforce census asks schools to provide information on teachers with disabilities.

But this was not obtained for 52 per cent of teachers in the 2020 census.

Even where data is held, data quality is a "particular issue for the analysis of disability, as we rely on routinely collected administrative data, which is not always entered by the teacher themselves into the system".

This means the data may under-count teachers with "hidden" disabilities.





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When students were forced out of the classroom, amid the pandemic, important questions needed to be addressed: how do you track attendance? How do you fulfil safeguarding requirements? How do you register children in the morning and afternoon, remotely? It was these questions that MIS answered, allowing teachers to log and record information, and share it with their peers, to ensure pupil progress and learner outcomes were maintained.

As the pandemic recedes, and pupils go back into the classroom, the challenges faced are no longer as urgent – and yet, MIS platforms must continue to evolve. During the pandemic, agility and flexibility were the most important, and necessary, characteristics for a successful MIS platform. The fundamental need to adapt – a keynote of 2021 – will remain, albeit with MIS changing to meet the demands of an increasingly digital educational landscape.

In schools, demands for personalised, tailored lessons are leading to calls for close to one-on-one teaching, with lessons targeted at individual pupils' learning needs. The higher levels of 'gamification', and teaching methods that were altered to try to increase remote engagement, could also grow in significance – but in what shape?

MIS platforms will ultimately change to confront these demands, enabling information to be tracked that allows teachers to develop bespoke lesson plans, for instance. And whilst the development of technology such as machine learning might provide a sketch of what the future

will look like, and is certainly something to be kept on the radar – but for now, video content on MIS platforms needs to be as cutting edge as possible, and it is imperative that integration with third-party platforms continues.

It is against this backdrop that the market-leading SIMS Next Gen features will start to roll out this Spring.

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You can see more about SIMS Next Gen [here](#):

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Keep tutoring subsidy or risk 'epidemic of education inequality'

SAMANTHA BOOTH
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Ministers must consider keeping the current National Tutoring Programme (NTP) subsidy rates in poorer areas as children face "an epidemic of educational inequality", MPs have warned.

Government has been told to prove the NTP is working or look at cutting ties with under-fire contractor Randstad.

A cross-party report from the education select committee has put forward proposals on the programme. Here's what you need to know...

1. Review NTP taper subsidies

As Schools Week first revealed, the subsidy provided by government towards the cost of tutoring will drop dramatically next year – leaving schools footing more of the bill.

For tutoring from approved tuition partners, the government subsidy will drop from 70 per cent to 50 per cent from September.

For academic mentors, it will reduce from 95 per cent to 50 per cent, and the new school-led tutoring subsidy provided by government will fall from 75 per cent to 60 per cent.

Across all three pillars it would then plunge again to 25 per cent in 2023-24.

MPs heard there was a "real concern" tapering could inhibit school take-up in some of the most disadvantaged areas.

They say DfE must instead "review the plans to reduce the subsidies" and "consider maintaining the existing subsidy rates in the most disadvantaged areas, until the data



suggests these children have caught up with their learning".

2. 'Give us more NTP data'

MPs say they expect "full transparency" about the NTP's operation as it's "not clear" it will "deliver for the pupils who need it most".

As Schools Week revealed, MPs are still waiting for data promised by contractor Randstad and DfE at the committee earlier this month. So far, only overall take-up in the first term of this year has been published. Despite being one-third of the way through the year, just 15 per cent of the promised two million courses had been started.

The committee calls for DfE to publish statistics on a "half-termly basis" with a "greater degree of granularity".

They say if the NTP fails to meet its targets by spring, the department "should terminate its contract with Randstad and re-run the tendering process".

Schools minister Robin Walker has pledged to publish regional data "at the earliest opportunity". He said, "The programme is on track to deliver its objectives for this year."

Karen Guthrie, Randstad's senior programme director, said that in the latest data Randstad is

"encouraged to see an increase in the number of packages delivered".

3. 'Spaghetti junction' of catch-up funding

MPs are concerned about a "spaghetti junction approach" to the £4.9 billion catch-up funding announced, "piling more work on teachers and support staff".

It has been "fragmented" across the recovery premium, universal catch-up premium and various tuition funds, causing a "complex bureaucratic system", MPs said.

"The funding schemes should be simplified and merged into one pot for schools to access and spend where the recovery need is greatest," they say.

4. Mental health assessment for all kids

MPs say all pupils should "undergo a mental health and wellbeing assessment". They heard this has been one of the greatest challenges when schools returned.

They also call for the senior mental health lead training, a delayed scheme which began this year, to be "fast-tracked".

5. Pilot of extra-curricular activities

The DfE had ruled out funding a longer school day for schools, saying it would involve "significant delivery considerations", including teaching capacity, new legislation and accountability measures to ensure quality.

But the committee says DfE "must introduce a pilot of optional extra-curricular activities for children to help improve academic attainment and wellbeing".

Ofqual rolls over legal war chest as exams return

Ofqual has rolled over £300,000 from a contingency pot to fight exam challenges as the return of tests this year "transferred the risk of exceptional legal costs".

Finance documents submitted to the education select committee show the regulator has moved the cash from its legal costs budget for the current financial year to 2022-23.

The documents state this was to "recognise that the ongoing Covid-19 impact has

transferred the risk of exceptional legal costs from 2021 to 2022".

Last year 37 per cent of all A-level students in England were awarded three As or better – more than double the 17.9 per cent in 2019, the last year exams were held.

Despite calls to "bake in" higher results, grades will be awarded this year based on a "midway" point between pre-pandemic scores and the more generous results handed out under teacher assessment.

It means this year will see a significant deflation in grades, before grades drop again next year to pre-pandemic levels.

Ofqual said it planned a contingency fund each year, but this was not needed for results last year.

It added: "It does not mean we are anticipating any specific legal challenges in 2022."

Any unspent legal money will be returned to the Treasury next year.

NEWS

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'Wake-up call' for councils over special needs delays

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Children with special needs should not have to wait more than three months for changes to their care plans, the High Court has ruled.

Dr Keith Lomax, who represented three children in the case against Devon county council, said the judgment was a "wake-up call" to local authorities.

Some take more than a year to implement changes – such as moving schools to get more support – after annual reviews of education, health and care plans (EHCPs). Delays can cause a child to miss the start of the academic year.

Devon had argued there was no strict timetable to amend the children's plan after their review. However, lawyers acting on behalf of the children said current requirements meant parents should receive the proposed changes within four weeks of the review and have a final plan issued within 12 weeks.

Lomax, from Watkins Solicitors, said: "Children end up out of school for months. Mental health gets worse. Parents struggle to get suitable school placements. All because the council has delayed updating the EHC plans."

The Special Educational Needs and Disability Regulations 2014 state local authorities must issue parents a notice over intentions to amend, cease or continue with an EHCP within four weeks of an annual review. The legal dispute was over whether the proposed amendments should also be sent at the same time.

Regulations allow a further eight weeks for the finalised



plan to be issued – which is when parents have a right to appeal.

Devon claimed "no specified time constraint" applied to sending the draft amendments out, instead claiming they only had to show "their intention to propose amendments".

But Lomax said: "Councils prosecute parents for failing to ensure their children attend school and argue that every day matters. Yet they regularly delay for months in their duty to make sure children with special educational needs get the provision they must have."

Judge Justice Alison Foster ruled the 12 week timescale was "wholly consistent with the structure of the scheme".

She added: "The perceived absence of a time limit for notifying amendments has, in my judgement, allowed the defendant county council to act inconsistently with the statutory objective, which must be understood as including the time sensitive determination of the developing requirements of children and young people with special educational needs."

Lomax called the ruling a "wake-up call to local authorities across the country that have been using what was seen as a loophole in the

regulations to delay updating the EHC plans and provision for children with SEND".

No data is published on annual review processes. But from next year, the SEN census will make it mandatory for councils to

supply data on when they notify parents over EHCP changes.

Ali Fiddy, chief executive of the SEND legal advice charity IPSEA, said it was "far from uncommon for this process to drag on and on". Parents are sometimes waiting "a year or more".

"As a result of this ruling, parents can now go to their local authority and state confidently that a final amended EHCP must be issued within 12 weeks of the annual review meeting. This will make a huge difference to children and young people getting the support they need."

A Devon County Council spokesperson said they "fully accept" the judgment.

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INVESTIGATION

From PFI poster child to cautionary tale: one school's fight for justice

TOM BELGER
@TOM_BELGER

Newman Roman Catholic College boasts a slick, curved exterior of floor-to-ceiling glass, a vast glazed roof over its atrium and canteen, and gleaming white corridors flooded with light.

Opened in 2012, the school seems a poster child for the success of private finance initiatives – the “buy now, pay later” deals used to build and maintain hundreds of schools in recent decades.

But on closer inspection, the £33 million voluntary-aided secondary is an example of such deals at their worst. And now the headteacher is fighting back.

Glyn Potts said the large school had been “riddled” with leaks and other issues over the past decade.

“We anticipate problems most days,” he said, showing *Schools Week* the buckets and dozens of patched-up or water-stained parts of ceilings, walls or glass throughout the corridors.

“There are multiple drops along this route, which means children stepping over or coming through water.” One busy stairwell had three buckets. Potts said: “Whenever it rains, I’m caught between risking a child slipping and shutting the stairs.”

Several ceiling tiles are missing, which Potts said had either fallen from water above or been removed to prevent collapse.



Glyn Potts



The school prepares for leaks

One fire door would not easily shut. Light peeped through the bottom even when closed. “Water’s swelling the wood on doors,” he added.

Leaks affect classrooms and offices too. A staff member said their room had been emptied three times to avoid them. Potts showed further evidence documented by staff.

One video shows brown water descending like a sprinkler, with six buckets out and crumpled tiles

on the floor.

A second shows more broken tiles in a classroom, with eight missing and half the floor covered in water.

A third shows winding queues for the only staircase after water forced another to close.

A fountain of water spurts from a radiator in another clip, the surrounding floor and a box of papers half-submerged.

Yet another video shows two giant blue bins and wet floors in an exam room. Some GCSE artwork was “ruined as radiators exploded above them”, Potts said. Books are no longer stored by some classroom windows to avoid damage.

Potts claimed there were still more than 60 leaks overall, but the figure is disputed.

Governors presented evidence and independent

Government help comes ‘too late’ as handovers loom for PFI schools

The government has pledged to help hundreds of schools avoid disruption when private finance initiative deals expire amid warnings that the support has come too late.

The controversial schemes, in which private firms build and maintain schools in exchange for mortgage-style payments, typically for 25 years, before handing them over to taxpayers, have been dogged by complaints of high costs and construction problems.

Having launched in the 1990s, the first seven school contracts are due to expire within the next six years, moving buildings back into public hands.

The Department for Education’s PFI expiry unit had promised to help those schools and has now expanded its support to all PFI schools, although

only from five years before contracts expire.

A spokesperson gave few further details of what the assistance entailed.

The government has said that handovers present “inherent challenges”, warning of “service disruption” unless authorities plan properly.

Guidance last month from the Infrastructure and Projects Authority also warned that schools risked “double payment” if repairs were not finished pre-expiry.

Experts say firms have few incentives to invest in maintenance as handover looms. The IPA admits contracts typically lack “specificity” about handing over sites in good condition. Firms may become “shell” companies post-expiry, making seeking compensation difficult.

The IPA recommends appointing a senior officer to understand contracts, agree expiry processes and plan for maintenance provision. Planning should begin seven years pre-expiry.

Dame Meg Hillier, chairwoman of the public accounts committee, said the IPA guidance “comes too late to enact its own recommendations for the first wave of expiry”.

Barnhill Community High School’s contract is due to expire in 2024. Executive headteacher Tracey Hemming said the school would have been “steamrollered” without support, but the site’s condition was still “not where it should be”.

Private firms including Capita and Grant Thornton are advertising expiry services. “Now we see the inevitable army of consultants moving to cash in again,” said Hillier.

INVESTIGATION

reports to Oldham council late last year, accusing the authority of not challenging PFI firms to fulfil repair duties. They threatened legal action against the council.

Local authorities typically manage contracts on schools' behalf. Oldham's is with a subsidiary of the Amber Infrastructure Group, which sub-contracts maintenance to Equans.

Potts said such set-ups made it a battle to get schools' voices heard, to secure information and to attend meetings.

However, he suggested that his lobbying was paying off, and praised council leaders' recent efforts.

The school asked them to deduct hundreds of thousands of pounds from several months of regular payments – paying off construction and maintenance costs – over alleged failures.

Shaïd Mushtaq, cabinet member for education, said the council had withheld funds, was monitoring improvement plans and doing "everything within its powers" to hold providers accountable. It sympathised with staff and pupils enduring "unacceptable conditions for far too long", he said. The council would not comment on how much cash had been withheld.

The school is also pushing the council to hand over all deductions, and to take cleaning in house.

An Amber spokesperson said a programme of complex works had recently been agreed, reflecting its "proactive approach" and focus on "the very best service for the end users".

It said it identified the need for remedial works after buying Newman College from the builders Balfour Beatty in 2016, adding: "We have a longstanding track record of active asset management, particularly through deep engagement with local authority partners and



"Unacceptable conditions for far too long"

communities we serve."

The owners pledged to resolve all roof leaks by October 2022.

Andrew Chubb, director of ProjectPFI, a consultancy supporting the school's fight, said that such issues were "all too typical" under PFI deals. "The relationship's akin to a zero-sum game – the more investment schools receive, the less profit contractors receive."

Poor value for money led to the government ditching new PFI projects altogether in 2018. A National Audit Office report found many schools paying several times above the odds for insurance, and inflation-busting rises in maintenance costs. Schools Week previously revealed that one school's

bills rose £125,000 in four years.

Geoff Barton, general secretary of ASCL, said leaders needed "robust support" from the government to challenge firms over existing deals.

"I feel very isolated," said Potts, who wants a DfE helpline and network for leaders of PFI schools. He said he would have struggled without ProjectPFI and the lawyers Browne Jacobson.

Chubb, who co-founded the consultancy after experiencing PFI problems himself as a trust leader, said headteachers' limited construction experience made it easier to "fob them off".

A DfE spokesperson said it helped all schools and councils with PFI "challenges", including Oldham. Equans was approached for comment.

PFI firm makes millions from school with no pupils

A private finance initiative firm charging taxpayers almost £870,000 a year for an empty school has paid out millions to shareholders since the academy's closure.

The Kingsway Academy on Merseyside has sat empty since the summer of 2018. The Northern Schools Trust blamed its closure on "crippling legacy PFI payments" and low pupil numbers.

Wirral council must pay the site's owners £867,500 a year, rising annually with inflation, until 2031.

Accounts show Wirral School Services, the owner of Kingsway and eight other schools, paid £917,000 in dividends and made £2.1 million in profits in 2019-20 and 2020-21 combined. Its parent company, XJ4 Holdings Company,

which oversees 50 schools, netted profits of £3.7 million and paid dividends of £5.4 million over the same period.

It forms part of the investment firm Semperian, whose website says it is owned mainly by UK pension funds "seeking a reliable, index-linked, lower-risk return".

Wirral is one of many councils stuck with rigid and costly PFI contracts. Ministers ditched new contracts in 2018, but admitted that the "ruinous penalty clauses" of existing deals made exiting difficult.

Wirral council documents say it "explored" other uses for the school buildings in 2019. Covid disrupted plans, but councillors were due to approve the relocation of Clare Mount Specialist

Sports College on Thursday night.

Relocation will mean a "reduction" in council costs, official papers say, with discussions continuing over "reasonable" contributions, suggesting that extra subsidies may continue.

Clare Mount has 249 pupils, while the site has capacity for 1,500. Officials will "explore other uses" for another part of the site.

Dame Angela Eagle, the local Labour MP, said: "This government allowed this profit-taking to happen without any public interest." She said PFI deals under the last Labour government did not anticipate such circumstances. "You don't close brand new schools."

Wirral and Semperian did not comment.

Nearly 10% of year 11s still off school as exams loom

FREDDIE WHITTAKER
@FCDWHITTAKER

Almost one in ten year 11 pupils nationally are still absent from school, with just two months to go until the start of GCSE exams.

Leaders said new research, shared exclusively with Schools Week, was “very worrying” and warned mitigations put in place to make exams fairer “may not be enough”.

Data from FFT Education Datalab’s new weekly attendance tracker shows 9.3 per cent of year 11 pupils nationally were absent in the week ending March 4, almost 60 per cent higher than the average for pre-pandemic spring 2019.

Since September, year 11 pupils have missed almost 12 per cent of sessions. They are due to start sitting GCSE exams in mid-May, albeit with some adaptations.

Geoff Barton, general secretary of the ASCL leadership union, said the attendance figures were “clearly very worrying because they show high levels of absence among students taking important exams this summer”.

Dame Alison Peacock, chief executive of the Chartered College of Teaching, said the data “illustrates how uneven the playing field is as we head into exam season”.

She also said the steps taken by government “may not be enough”, with a recent CCT member poll finding “most are not convinced that the early publication of exam guidance will help disadvantaged students”.

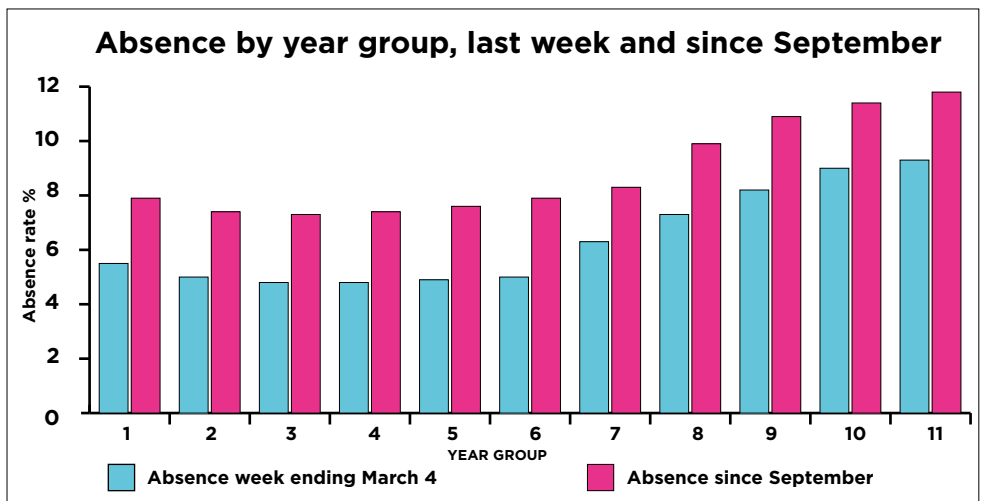
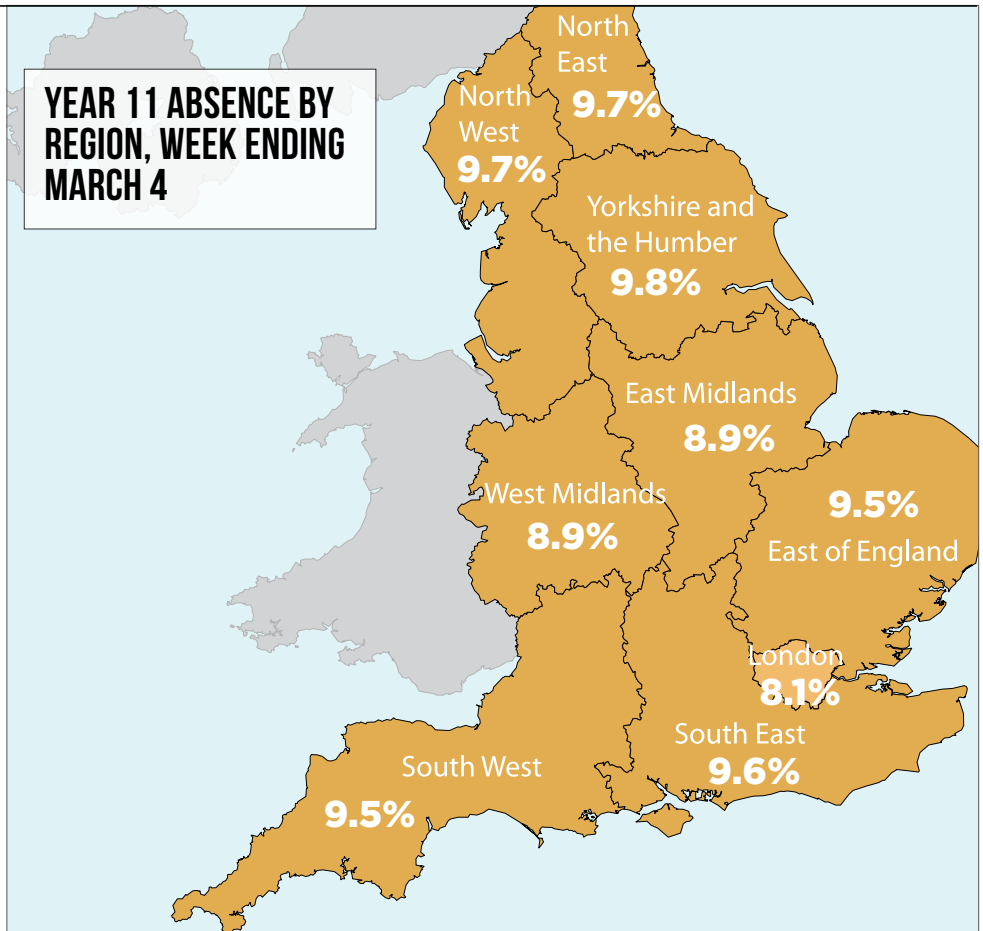
This week’s Department for Education data showed attendance last week across the country was higher than at any point since June 2021.

But headline data masks substantial variation on the ground and high staff absence. DfE data is also limited – only offering regional and local authority data once a term.

FFT Education has now opened up access to a new attendance tracker website. It will allow all schools, researchers and the wider public to see weekly regional data from around 9,000 schools.

Richard Wyborn, director of marketing and communications at FFT Education, said schools previously had “little up-to-date national comparative data”.

He said differing absence rates across secondary year groups was “significant, with the highest absence rates at year 11. This is likely to have an impact on this year’s GCSE results.”



The DfE recently announced a trial of a live attendance tracker, which uses a “similar” approach to the FFT model, scraping data from management information systems.

“Collecting data directly from schools is, I believe, the way forward,” said Wyborn.

A Department for Education spokesperson said exams were the “best and fairest form of

assessment, and we firmly intend for them to take place this summer.

“We know students have faced challenges during the pandemic, which is why we’ve put fairness for them at the forefront of our plans, with adaptations such as advance information as well as a more generous approach to grading than before the pandemic.”

Councils don't know how many children are 'missing' education

FREDDIE WHITTAKER

@FCDWHITTAKER

The children's commissioner has called for wide-ranging reforms to the way data on pupils is collected and shared after discovering that most councils do not know how many children in their areas are missing out on education.

Dame Rachel de Souza pointed to "significant weaknesses" in a system in which most local authorities were unable to say how many children missed school while waiting for a placement, or how many were educated at home or in private schools.

However, councils warned that the "safety net" provided by local government and schools was "stretched to capacity", with the pandemic having worsened the situation.

In a report, de Souza called for the rationalisation of school information management systems to make them compatible, and said that ministers should consider making independent schools complete a termly census.

A "unique identifier" for pupils or better use of existing NHS numbers should also be considered to enable councils to track pupils, and the government should encourage better data-sharing between academy trusts and local authorities.

De Souza launched an inquiry in January amid concerns about tens of thousands of children believed to be missing out on education.

She obtained data from 96 per cent of local authorities, but found that councils "do not have an accurate figure of how many children there are in England, let alone the number of children not receiving education".

Many LAs rely on "time-lagged population estimates" to tell them how many children there are, but "migration and other factors mean this information is often inaccurate".

Although most councils provided data for the number of children officially classed as "missing education", the report warned this was likely to only cover a "subset of the true number". This is because there are "hundreds of children that have never interacted with the education system that we



Dame Rachel de Souza

know nothing about".

Eight per cent of councils did not report any data on missing children at all, despite it being a statutory requirement.

Fewer than two in five councils (39 per cent) were able to say how many children missed more than a week of education while waiting for a school placement, while only 18 per cent could say how many children attended independent schools.

A spokesperson for the Local Government Association warned the "safety net that

schools and councils provide to ensure that children do not miss out on their entitlement to education is stretched to capacity".

This had been "exacerbated by a lack of resources and powers available to councils to fulfil their statutory duties – which worsened as a result of the pandemic", they said.

Ministers have expressed fears about persistent absence, which has been exacerbated by Covid.

De Souza's report estimated that almost 1.8 million pupils (22 per cent) missed more than 10 per cent of lessons in the autumn term last year, while 124,000 (1.5 per cent) per cent missed over half.

In 2018-19, 10.3 per cent of pupils were persistently absent.

"While the majority of children are attending every day, there are tens of thousands of children who are persistently or severely absent or missing from education altogether," de Souza said.

The government has pledged to take action, but has set no deadline for a new register of home-educated children, and only appointed five new attendance advisers last year.

A DfE spokesperson said they were "determined to drive up attendance and address barriers to attendance"

The recommendations

- Rationalise management information systems to make them compatible with each other and make it easier for councils to collect data
- Consider requiring independent and unregistered schools to complete a termly census, as state schools have to do
- Address inconsistencies in the way schools use attendance codes and develop a "deeper" understanding of how they are applied
- Consider using a "unique identifier" for pupils, or use existing identifiers like an NHS number to enable LAs to better track children
- Provide further guidance to encourage better data-sharing between academy trusts and local authorities
- Provide more information for LAs on what constitutes best practice in data sharing, and clarify roles and responsibilities in the system
- Make parents responsible for registering their children with the LA if they are not in school
- Make schools full statutory members of local safeguarding partnerships, giving them a "seat at the table" alongside the LA, police and NHS
- Make partnerships agree a common protocol for working with schools to counter poor attendance and unnecessary exclusion
- Every department and public body should make attendance and safeguarding their priority

EDITORIAL

DO YOU HAVE A STORY?
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DfE's pressing procurement problems

The government seems to have a problem with procurement. It's not uncommon for decisions to award hefty contracts to be challenged.

But two bids that scored highest on quality have now lost out on two flagship schemes. Both appear to have been penalised on some sort of financial technicality.

The fall-out of the first decision (to award the multi-million-pound tutoring contract to Randstad) is still being felt, after it undercut rivals.

Our scoop this week that Ambition Institute has lost out in a similar way is not identical. The soon to be announced winners - a coalition of top trusts - have a wealth of experience and should do a cracking job.

But it poses questions for the inner workings of the department. Are its procurement processes up to scratch, or are they prioritising price over quality?

Those are questions that could end up being settled in court.

No easy way out of Russian gas contracts

Like many businesses, schools are reconsidering whether they are comfortable paying Russian firms. In this case, it is their contracts for gas with Gazprom.

It seems a straightforward moral call - stop paying them. One union said it meant that "heating classrooms could end up fuelling Putin's war machine".

It is clear schools are not happy about it. Many are looking to cut ties.

But here's where it gets tricky. First, most cannot be cut without massive exit fees, and the legal expense needed to navigate complex contracts. Maybe that's a price worth paying.

But, having to re-procure contracts at today's prices means they face another massive financial whack.

This is cash that will be taken away from educating kids. It's sensible that schools look to different suppliers when contracts end, but none can be blamed for continuing with Gazprom.

If ministers want schools to act - they either need to sanction the firm or provide cash to cover cancellation costs.

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Feature

JESS STAUFENBERG | @STAUFENBERGJ



‘We’ve got ridiculously ambitious targets’

The Chartered College of Teaching marks its fifth anniversary this year, having launched with quite a few misgivings expressed by ministers and teaching unions. Chief executive Dame Alison Peacock tells Jess Staufenberg how her organisation is progressing in its aims

When then-education secretary Nicky Morgan signed off on the Chartered College of Teaching on her last day in office, many were still unconvinced, remembers Dame Alison Peacock. In case she needs introducing, Peacock is a former primary school headteacher who became the college’s chief executive in January 2017.

When it launched, with £5 million of government funding, some said they feared that it would work in the interests of senior managers rather than frontline teachers. Others dubbed it a return to the unpopular General Teaching Council under New Labour, which had a mandatory fee.

“Some people were suspicious that Michael Gove was imposing a teaching council on

the profession again,” she muses. “And the unions were suspicious that the college was a threat to them.”

Then-schools minister Nick Gibb was no fan of the college either. “I think Nick Gibb was always suspicious of a professional body informed by the opinions of teachers,” retorts Peacock, politely but firmly.

This all-round suspicion shows how politicised questions of ownership and autonomy can be in schools. That’s ironic, given that independence and professionalism was the college’s mission. It aimed to “raise the status of the profession and put it on a par with other respected occupations” as “a platform for knowledge mobilisation”.

It seems a towering task. So, with the CCT

celebrating its five-year anniversary this year, how is it doing?

Peacock describes a three-pronged approach.

The college’s biggest route to engagement with the sector is membership. Members and fellows get access to CPD opportunities through webinars, conferences and high-level events. Members can be trainee teachers, while fellows must have ten years’ teaching experience and be nominated (if you’ve ever seen someone use the post-nominals FCCT, they’re a college fellow).

Building that membership was weighing on Peacock’s mind back when she got the job. She remembers Jon Coles, chief executive of United Learning academy trust, telling her reassuringly: “Once you’ve got

Feature: The Chartered College, five years on

25,000 members, you're home and dry." She says she thought at the time: "I can't even imagine 25,000!"

But now membership has hit 45,000 teachers and 1,400 fellows. Although around ten per cent of those teachers are based in international schools outside the UK, it's still strong numbers for England-based staff. The college is aiming for 50,000 members by 2024.

The membership matters because it is crucial to the college becoming self-sufficient, something it achieved in March 2020, as promised. It means the CCT is now truly an independent body for teachers.

Latest accounts show income from membership almost doubled last year to just over £1 million – half of its overall income. "I think there were probably quite a few people who were surprised we were able to stand on our own two feet," Peacock smiles.

But it's not all rosy. Last year the college posted an overspend of about £30,000, down from banking nearly £400,000 when it was still propped up by government cash (it had been awarded the £5 million to last four years).

"This was the first year transitioning away from the DfE start-up funding," says Peacock, and the deficit was agreed upon in advance "as part of the financial transition plan".

But the accounts also show it remains reliant on donations, which made up more than £870,000 of its income last year.

"It will be completely sustainable," she tells me, adding that all funding streams, including donated income, are targets for growth. "We're hugely grateful for our funding from philanthropic organisations. That buys us time to grow the membership."

Peacock wants college membership and chartered status programmes to grow from 55 per cent of its income to around 77 per cent for the 2022-23 financial year.

Annual accounts describe a push for "sustainable growth in paying membership". Early-career teachers pay £23.50, members pay £47.50, and fellows pay £89 a year.

But one-fifth of all members pay nothing at all, because they're student teachers. Increasing membership rests on converting those with freebies into paying, and Peacock reckons about 70 per cent can be converted



Graduation of the first chartered teachers, 2019



Dame Alison Peacock, chief executive



Cat Scutt, director of education and research

"There were probably quite a few who were surprised we could stand on our own two feet"

this way.

The second key aspect of the college's work is its magazine, *Impact*. It goes out to members three times a year and explains evidence on teaching and learning, including the college's own research projects. The editorial board reads like research royalty: Becky Francis, Dylan Wiliam, Rob Coe, Alex Quigley, to name a few.

It has positive feedback from the sector. Matt Hood, principal, Oak National Academy, said, "One of the under-appreciated aspects of the chartered

college's work is how it shares research and evidence into effective teaching," with *Impact* "at the forefront of collating this information".

But the real jewel in the college's crown, and its *raison d'être*, is the chartered teacher status programme. This is a four-module online course that teachers can study across three years, including a research project, certificate in evidence-informed practice and a video submission of them teaching. Each module costs between £99 and £179. On completion, the teacher can place the letters (CTeach) after their name. Last year,

Feature: The Chartered College, five years on



£80,486 of income came from the chartered status programme.

One thing I like is that graduates continue to be assessed online every three years to ensure, as Peacock puts it “you’re still up to speed”. It seems admirable that the college checks back in with its alumni like this. There is also now a similar pathway for senior leaders, called ‘chartered teacher (leadership) status’.

However, David Weston, who was a college trustee from 2018 to 2021 and now runs the Teacher Development Trust, acknowledges chartered teacher status is “not yet fully established evenly across the profession”.

In its first cohort, 360 teachers completed chartered teacher status. There are 1,000 signed up on the second cohort, who will finish in a year.

But out of a teaching workforce of 450,000, it’s still pretty small beer. Peacock is both realistic and optimistic.

“We’ve got ridiculously ambitious targets that probably need revisiting – we’re looking for thousands of teachers to be accredited,” she acknowledges. “But I think it’s one of those things that will snowball.”

Interestingly, 270 teachers have completed the certificate of research-informed practice as a standalone award, and Peacock hopes these will join the full programme: “I think they will get the bug!”

But I’m not quite convinced. More teachers choosing standalone certificates than chartered status suggests a time and workload issue. Should schools be obliged to give staff time out?

“I don’t think at the moment we’re in a



“Where teachers get time on CPD, it makes a massive difference”

position to mandate that, but the evidence is that where teachers get time on continuous professional development, it makes a massive difference,” nods Peacock.

I also wonder if teachers are convinced that chartered teacher status holds real currency across the sector. Does the college have proof that teachers with chartered teacher status have greater impact with pupils? For Advanced Skills Teacher status (which was scrapped in 2013), teachers were physically observed teaching, and if they passed, they received a pay rise. But for the CTeach award, teaching practice is shown in one video, and there is no guaranteed pay rise.

The University of Bedfordshire did a “full-scale evaluation” of the chartered teacher status pilot, says Peacock, but this was to check for feedback. “You’re quite right,” she says. “As an evidence-informed organisation, we need to use evidence and make sure we’re not skipping off down our own path.”

Some have suggested attaching pay rises to such awards would help. But Peacock says that would require more cash, which “governments can always choose to end”. It’s a fair point, but it may not be enough



Collection of issues of Impact, the Chartered College’s peer-reviewed journal

incentive for time-strapped teachers.

So if uptake really is going to “snowball” as Peacock hopes, it sounds as though the status of chartered teacher status still needs raising.

That’s why the college’s latest call could be its most important to date. In April last year, it published a report calling for CPD to be quality assured under a national badge scheme, with providers assessed against nine criteria, to help schools and teachers choose the best provision. Those who met the standards get a “designated badge”. It was seemingly a pitch for the College to expand its role.

“There’s quite a disparate, mish-mash market out there for CPD,” explains Peacock. “We’re not wanting to seize hold of everything, what we’re wanting to do is build an aligned accreditation.” Whether the pitch will be successful, is yet to be seen.

Giving the college a much bigger role in CPD accreditation could be the solution to the modest uptake of chartered status: the college could become a truly national name. Finally, there might be a recognised, revered teacher status, that is truly profession-owned.

Opinion

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

Schools may be relieved to recover a sense of normality, write Mick Waters and Tim Brighouse, but there are alternatives to returning to a 'shot' accountability system

In their contributions to our latest book, David Blunkett called our examinations and testing arrangements 'completely shot'; Kenneth Baker thought them 'antiquated'. And when two of the most influential education ministers from opposing parties agree that something needs fixing, it's surely time to take notice.

There's much wrong with GCSEs in particular, including a ten per cent error rate in marking (especially crucial at grade borders); the regular use of algorithms now hidden (like their marked exam scripts) in the bowels of Ofqual and the exam boards; and the reliance on normative-referencing which predetermines the 'pass' rate. Worse still, Ofqual has occasionally and outrageously post-adjusted pass rates according to the peer group's performance at age 11, thereby discounting teachers' and pupils' efforts between 11 and 16.

Norm-referencing affects schools and pupils alike. The bell curve of Progress 8 means as many schools fall below zero as rise above it, and the recent decision to disallow 'early entries' reveals just how using exams and tests for school accountability stands in the way of what's right for pupils. In the noughties, we encouraged early entry either to allow pupils who were chafing at the bit to move on, or to show unconfident candidates how close they were to passing. Both decisions were right for the pupil.

A decade later, all that has been sacrificed on the altar of what is a deeply flawed school accountability system, which former head of Ofsted

MICK WATERS

TIM BRIGHOUSE



Co-authors, *About Our Schools: Improving on previous best*

Exams: is there an alternative to 'back to normal'?

Christine Gilbert described as "holding too many schools back. It needs to change so schools and children can really thrive." But of course, it's one thing to analyse what's wrong with the system, but quite another to suggest a viable and rigorous alternative.

would record what the pupil has gained from their experiences and the challenges they've undertaken.

Level 2 (GCSE) results would be awarded on the basis of accumulating no more than eight qualifications, taken when ready between ages 11 and

“When opposing parties agree, it's time to take notice

We propose that examination success would be just one section of a pupil's baccalaureate when leaving school or college at 18. The others would be validated evidence of 'personal dispositions in action' reflecting the agreed aims and purposes of education, which need to be agreed nationally in England (although Scotland and Wales have some already). Such evidence

16 at different times of the year. Along with level 3 qualifications, they would be criterion-referenced, rather than norm-referenced, exams – nationally set, locally marked and regionally moderated. Validation would involve registering teachers as 'lead assessors' with the Chartered Institute of Educational Assessors (CIEA). They would hold a college, school



or partnership (MAT) assessment licence, which could be 'suspended' if the moderation process consistently revealed assessment errors.

Our proposed accountability reforms involve an annually published balanced score-card of school performance. It would contain evidence of pupils' attainment, achievement, commitment, exclusions and destinations, staff turnover, sickness and professional development, and the school's service to its community.

Our proposals for institutional accountability pre-suppose partnerships of 20 to 30 schools (based on MATs or local authority groups) which would be regulated and inspected by Ofsted on their school improvement record. The partnership and Ofsted would each nominate a school, and Ofsted would see how well the partnership's rating matched their own. Ofsted would abandon rankings, but would still call out school/partnership failures. Locally, partnerships would report to the local authority or mayoral scrutiny committee regarding their community contribution.

Finally, around £1 billion could be recycled into school budgets by not having three exam boards and by merging Ofqual and Ofsted. The latter proposal is supported by the Hampton Report's recommendations for regulators and lends further weight to the abolition of rankings.

And when it comes to exam boards, focusing their attention on the sole task of setting, not marking, exams can only improve matters. After all, given their costs, they should already be getting it right rather than relying on pupils' performance on the day as a moderation tool.

One thing's for sure: going back to normal might feel good, but that doesn't make it right.

Opinion

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



SAM STRICKLAND

Principal, The Duston School



What next for an ECF that is failing teachers and mentors

Halfway through its first year, the ECF has already become a straitjacket, writes Sam Strickland, but its promise can still be delivered

The early career framework (ECF) reforms were full of promise. They were met with hope and positivity by a profession that embraced the notion of enhanced training and support for our most junior colleagues. But in a matter of months, they have already become a straitjacket and a workload-inducing tick-box exercise.

The key promise was time – the most cited reason for why things don't get done (or done well) in schools. New teachers would receive a two-year induction programme and an in-school mentor to support them; they would have a reduced timetable commitment, with time off to access relevant training; and the time off would also apply to their mentors. This additional time would have no implications for their pay progression.

So far, so good. So how did it go so wrong so fast?

When it was first introduced the ECF was framed around the development of working relationships and trust. Very sensibly, its delivery would hinge on the

relationship between mentor and mentee. Trusting the profession to do its thing? Allowing us to operate as professionals without swathes of red tape? This was what so many of us had been praying for. Shifting from evidencing everything to

within an inch of its life towards rich engagement in educational discussion was exactly what we needed to support our newest teachers to grow and flourish.

Sadly, it still is what's needed. Despite its pertinence and, evidently, significant DfE funding, its execution has gone awry. ECTs are expected to collect endless evidence, to attend lengthy online seminars that are generalised and often not phase-specific. If the pandemic has taught us anything, it's that online delivery is fine for keynote talks but not as effective when you want a two-way learning experience. Many of the materials and resources miss the mark and need further quality assurance.

And even if the materials were of a higher quality and more readily personalised, the rigidity of the

framework itself means the aim would remain a distant one for many. Expecting ECTs to engage in much of the training in a set order gives little consideration to each one's starting point, the experiences they

“Despite its pertinence, its execution has gone awry”

may have encountered during their PGCE/ITT course, or their specific needs and wants at any given time. This prescriptive approach takes what should be a scaffold and instead builds a prison.

But one luxury prisoners have is time. Not so ECTs. It simply takes longer to perform key tasks that are integral to the job in your more junior years. Therefore, anything that detracts from an ECT's ability to focus on the core job ultimately becomes a dreaded cocktail of burden, distraction and anxiety. Sadly, this bitter-tasting cocktail is the poison that fills the chalice of the ECF. And the bureaucracy of it all afflicts mentors as much as their mentees. They feel patronised by how the new framework has been executed, their experience and expertise negated.

Of course, we must ensure we

have benchmarks of standards and expectations in place. But we have an equal duty to provide mentors with the scope to personalise learning for their mentees. That's about time and timing, but it's also about content and context. As it stands, the ECF's pedagogical lens filters out so much of the spectrum of educational research that it is basically myopic. There is little regard for the wonderful variety of schools ECTs are working in, let alone the differing needs of phases and pupils.

The second year of ECT training is set to focus on subject-specific matters. But if the execution, materials and approach are built upon the same generic approaches adopted in year one, the impact on retention is likely to be substantial just when we need new teachers most.

Policy makers urgently need to take more time to consider how to develop an instructional coaching model of support for mentors – and then trust them more to deploy it.

There is still time to talk to them and ECTs as part of a genuinely reflective appraisal of the current approach. So let's take the opportunity, because there is still promise in these reforms, and hope for their impact.

Opinion

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

Controversy mustn't hinder children's access to artists in our schools, writes Bennie Kara, but we must balance artistic freedom with our safeguarding duties

The controversy around Kate Clanchy's memoir, *Some Kids I Taught and What They Taught Me*, has caused many to rethink their rapport with artists. Musicians, poets, performers, writers in residence and other volunteers enrich our curriculum with so much cultural capital. But how can we be sure they will be worthy of the trust we put in them and that they will present their experiences and interactions with our students in a positive way?

It's a complex matter of checks and balances. On the one hand, we can never truly know what a visitor will do with the material they gather on a visit to the school, and there are few mechanisms to contest negative portrayals of our students in the public eye. On the other, there are deeply uncomfortable ethical issues involved in imposing boundaries on artistic freedom.

And the fact of the matter is that we can't leave it to others to provide those checks and balances. By the time Clanchy's memoir hit the shelves, it had passed through several checkpoints, including editors and those with advance copies for review and testimonial purposes. It even won the 2020 Orwell Prize for political writing, and it wasn't until it started to draw wider attention that readers began to call out its racist, sizeist and ableist descriptions of children.

The author has publicly denied these accusations, but it's difficult to fathom how else to interpret descriptions of individuals as having "Ashkenazi noses", a "narrow skull" and "chocolate-coloured skin". Explicit links between

BENNIE KARA

Writer, speaker and deputy headteacher, The Bemrose School



Reconciling schools and artists after the Clanchy controversy

the size of overweight children and her perceptions of their poverty, and disparaging comments about students with autism are equally concerning. Some children who worked with Clanchy have said they haven't taken offence at her descriptions, but as

the difference between a Dickensian description and Clanchy's (other than the intervening 150 years of anti-racism) is that the former worked in the realm of fiction. Clanchy's is a work contemporary non-fiction. Those children, their parents and

“We can't leave it to others to provide checks and balances

adults we must question whether they have a clear understanding of the impact of language used to portray them, such as "African Jonathan".

Writers have, of course, presented schoolchildren in less than ethical ways over the centuries. However,

peers are reading how they have been described as well as the controversy it has caused.

And anyway, other authors have managed to write more sensitively about the realities of school life. Tracy Kidder's *Among Schoolchildren*, for



example, is a non-fiction account of a school in a disadvantaged area in the US that deals with issues of race without feeding into them. So not only is fictionalisation an artificial imposition on artists working in schools, it's simply not a necessary one to protect our pupils.

Besides, no one particularly likes the idea of limiting artistic freedom. So how do we prevent another 'Clanchy situation'?

In reality, it is almost inconceivable that schools could completely prevent their students being written about in an unsavoury manner. But as one Norfolk teacher said to me recently, we ought to have "compassionate caution" when inviting volunteers to work with our students. We have a duty to ensure robust safeguarding procedures, and it is easily argued that racist and ableist presentations of children in our care constitute a safeguarding issue.

The onus is on us to explain this, which could take the form of presenting a standard safeguarding statement – with reference to race, gender, sexuality, disability and other protected characteristics – to all volunteers and visitors. Such a document could outline the procedure for reporting on, writing about and discussing students in our care.

While this is by no means an infallible idea and doesn't legally bind anyone to a set of practices, it does draw on our strength as a profession of standing by our values, even when that means having difficult conversations.

But however we do it, we must find a balance that preserves the important relationship between education and the arts without endangering the dignity of our students.

Opinion

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

If the government is truly intent on levelling up in education it must follow the evidence and put oracy at the centre of its reforms, write Emma Hardy and Geraint Davies

We are now one year on from schools returning in full after the Covid lockdowns. But we are yet to see any significant, long-term measures to support children of all ages – not only to ‘catch-up’ on their spoken language, but to capitalise on the power of oracy to enhance children’s overall academic success. That’s why, as the chairs of the Oracy and Speech and Language Difficulties All-Party Parliamentary Groups (APPGs), we are calling on the government to ensure that spoken language is embedded in the schools white paper.

We know that spoken language is fundamental to all children and young people’s literacy and numeracy. And we also know that the pandemic has exacerbated the disparities in the spoken language of a generation of children, many of whom lost out on months of meaningful interactions and learning. A focus in schools on developing children’s oracy matters for all, and it matters most for children in the most disadvantaged areas.

The statistics are stark. In these areas, 75 per cent of children who persistently experience poverty arrive at school below average in language development. Meanwhile, teachers have highlighted that the pandemic has had a much greater impact on the spoken language of their students who are eligible for pupil premium.

But tackling this injustice is within our grasp. The Education Endowment Foundation identifies that oral language approaches can lead to approximately six months’ additional progress over the course of the year. So our APPGs

EMMA HARDY

Chair, all-party parliamentary group on oracy



GERAINT DAVIES

Chair, all-party parliamentary group on speech and language difficulties



The education white paper must have oracy at its heart

are deeply concerned at the persistent lack of emphasis on children’s spoken language in policy and in classrooms, and we are working together to address this.

We are at a pivotal moment. The forthcoming schools white paper

Cultivating children’s speaking skills has long been a priority for independent schools. And, of course, many teachers in all schools have also sought to highlight the importance of oracy. Yet we know that this is the exception rather than the norm. Less

“Left unaddressed, language gaps are only set to widen

and SEND green paper represent a significant opportunity to deliver long-term, sustained change to transform young people’s lives. They must recognise that a high-quality oracy education is a gateway to improved reading, writing and learning across the whole curriculum.

than half of primary teachers and a quarter of secondary teachers say they are confident in their understanding of the ‘spoken language’ requirements outlined in the national curriculum.

If we leave current language gaps unaddressed, they are only set to widen as children move through



school. There have been significant efforts to close the language gap in the early years. Government policy must now consolidate these measures by giving the same recognition to the development of spoken language for school-aged children. Policy must guide leadership teams to implement whole-school approaches to spoken language and support them and their teachers with the capacity and resources they need to effectively and explicitly teach oracy to their students.

Why? Because the clamour from employers on the importance of communication skills in the workplace is never-ending, highlighted most recently by the Times Education Commission, the House of Lords committee on youth unemployment and NFER’s Skills Imperative 2035. Yet we lose our way somewhere in between with a lack of specificity and ambition for oracy in the national curriculum and a lack of support and training for schools to increase teacher confidence and capability in oracy.

We also need to recognise that some children and young people who have difficulties with communication, or who communicate differently, require additional support. So the schools white paper must work hand in glove with the forthcoming SEND green paper to achieve an approach to spoken language that benefits all pupils.

Only a sustained focus on oracy can rebuild the education too many young people have lost and finally address educational inequalities. In this way, all our children will attain the spoken language skills they need to achieve their potential.

Everyone will benefit from that, so let’s make spoken language everybody’s business.

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Reviews

BOOK REVIEW



Leadership: Being, Knowing, Doing

Author: Stephen Tierney

Publisher: John Catt Educational

Reviewer: Robbie Burns, assistant vice principal, Bede Academy

Ask any number of educators what they think school leadership is and you will get the same number of answers. We grasp that it involves a complex coil of character, competency and technique, but our own preferences shape our understanding to the point that the concept can become totally subjective. Needless to say, this is not helpful if we want to support leaders to grow and develop.

Unlike teaching, which is equally complex, little attention has been paid to creating a framework for understanding school leadership and parsing out the basics of the craft. There are some, and they are useful, but in my experience as a fledgling senior leader they struggle to encapsulate its essence, its form and *how* it ought to be done in one cohesive framework. Some claim that following simple steps and processes will bring success. Others that filling up on knowledge will see us right. As good and probably true as these claims might be, they do not grasp leadership's complexity. But perhaps I'm expecting too much.

Stephen Tierney has clearly noted this gap, and this book is his attempt to fill it. He argues that leadership is about who we are, what we know and as a result, what we do. For him, leaders' habitual acts, processes, decisions and knowledge are important but only partial to understanding their leadership, which stems from who they are.

Tierney describes his framework as the trivium (or 'three ways' of leadership): being, knowing and

doing. Elucidating eight basic elements, he links half to doing, and half to being and knowing, implicitly emphasising that what we see leaders do is merely the tip of the leadership iceberg.

Conversely, Tierney argues the literature that has been influencing school leadership has been a little too focused on getting the thinking right, rather than the doing. This disconnect between theory and praxis sees the profession overly focused on numbers, spreadsheets, quick fixes and frenetic action rather than acting on purpose and reflection.

This shift is a crucial strength of this book. I find myself reading in two silos when it comes to developing my leadership: self-improvement books to get my private, inner life right; and capital 'L' leadership books to get the 'doing' right. This forces me into falsely dichotomising inner/outer, private/public, personal/professional. By contrast, Tierney's premise reconciles these dualisms by reminding us that people feel, see and hear who we are first before encountering our strategies, development plans and training.

And not only is it cohesive and fully appreciative of the complex reality of the job, it's beautifully described too. Simply put, good leaders don't hide who they are but set out to be the best versions of themselves and inspire others to do the same.

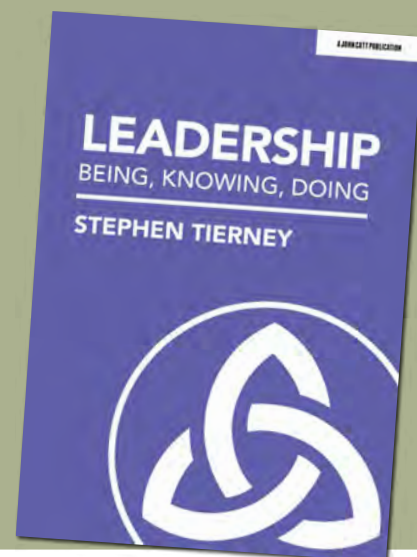
But it's these beautiful descriptions that lead me to my one criticism of this book. Well, it's more of a wish than a criticism, really. Tierney is a role model to many. I have followed his work closely for years, read most of his blogs, heard him speak on podcasts. Without doubt, I hold him up as

the kind of leader I want to emulate in my career. So I loved reading his explanation of how he has applied the elements he sets out here in his own work.

But after each story recounted, each strategy described, each nugget of knowledge shared, I was left wishing he'd said more about what it meant *for him*, that he'd shared his principles and his 'moral of the story'. I hoped this book would relate not just the stories of his leadership descriptively, but what he learned from them reflectively.

Reflecting on that myself, it feels like an inconsistency at the heart of this book: Tierney the author has abstracted a step too far from Tierney the leader. And it's a shame, because for me and many of his readers, he is the very inspirational leader he urges us to become, but it feels like who he is remains hidden from us.

Like I said, perhaps I'm expecting too much. Or perhaps a more autobiographical slant is for his next instalment. Here's hoping.



Reviews



Our blog reviewer of the week is **Gerry Robinson, executive headteacher, Haringey Learning Partnership**

[@gerryrobin5on](#)

Why oracy should be a vital component of any careers programme

[@voice21oracy](#)

In the age of social media, it's easy to overlook the fact that oracy is a skill that can and should be explicitly taught to our students. Not so at Voice 21, whose latest blog is timed to coincide with National Careers Week and highlights that "oracy is a hugely valued skill in the workplace".

In alternative provision, many of our young people come to us feeling disaffected with education and hopeless about their prospects. Very often, it is through verbal communication that we start to rebuild their confidence and aspirations, so this blog really resonated with me.

The post advocates the use of their oracy framework, which benchmarks effective oracy according to four strands: cognition, physical, linguistic, and social and emotional. Steering well clear of the hackneyed phrase 'transferable skills', Voice 21 makes a strong case for the practice and development of oracy as a powerful foundation for communication, increasing students' chances of nabbing their ideal job and scaling the career ladder.

TOP BLOGS of the week

How reading can affect behaviour

[@EdHuwcation](#) via [@CPI_Ed](#)

Marking 25 years of World Book Day, Huw Lloyd's post for the Crisis Prevention Institute, written just prior to the event, explores how instilling a love of reading can be a powerful means of addressing student behaviour.

His rationale is based on anecdotal evidence but makes perfect sense: students who, through reading, are given the vocabulary and support to communicate are more likely to engage in lessons. When things go wrong, they have the tools to express their concerns appropriately.

Here, Lloyd shares his experience as a trainer visiting schools up and down the country and seeing how WBD can be done. His suggestions of book swaps and 'show and tell' involving governors, staff, parents/carers and students are mostly straightforward for any school to try out, and all centre a love of reading.

He also shares some reservations about WBD. Like him, I am not staunchly opposed to dressing up, but the focus sometimes feels like it has shifted too far towards gimmicks and away from what really matters: encouraging young people to pick up a book.

Educating for a peaceful world

[@BGS_Head](#)

As a school leader, it is sometimes hard to know the right words to say to anxious students and staff when the news is a never-ending loop of horror and suffering. Sometimes it feels like there's too much to address, but it is crucial that we do.

As a historian as well as a headteacher, Gemma Gibson has written a useful blog for times like this, which perfectly balances logos and pathos, giving space to our valid distress without succumbing to panic and hysteria. Her context as the head of an independent 7-18 girls' school that delivers the international baccalaureate means her solutions aren't relevant to every school, but the goals for which she advocates are universal.

For those unsure how to support their community through unfolding global events, or those seeking reassurance that they are on the right track, this post is an ideal starting point.

Understanding equality in light of gender bias in society

[@AlisonKriel](#)

Above & Beyond Education founder Alison Kriel explores how gender bias is embedded in our lives from birth and the impact this has on our road to an equitable society.

Kriel emphasises the importance of addressing gender bias in early years settings as research shows that by the age of three children have already developed ideas about how boys and girls should act, dress and exist. She goes on to explain how these deeply embedded stereotypes can follow young people throughout school and into the working world.

Describing the issue of gender bias as "a lifetime of subliminal messages", Kriel highlights that a lot of gender-biased thinking is so subtle as to go unnoticed and argues that schools need to examine whether their practices are reinforcing or challenging this.

In light of International Women's Day and National Careers Week, this is a must-read this week.

Research



NFER will regularly review a research development throughout the year. Contact them @TheNFER if you have a topic you'd like them to explore

Are closed questions enough for national curriculum tests?

Katie Colwill, assessment workstream senior researcher, and Philippa Green, assessment workstream researcher, NFER

An assessment is an opportunity for pupils to demonstrate what they can do and what they have learnt. It is up to assessment writers to provide clear, unambiguous items, assessing a range of content and skills in different ways. But if a test is limited to particular item types or in the range of skills it assesses, pupils will be limited in their responses.

The purpose of the National Curriculum Tests (NCTs) is to measure pupils' attainment in maths and English against the national curriculum. To do this, NCTs contain a range of question types that can broadly be divided into two categories: open-response items (where the pupil creates their own response) and closed-response items (where the pupil selects their response from a set of given options). Closed-response items are good at measuring recall understanding and some simple process skills. Open-response items, are more time-consuming to mark (and it is harder to automate that marking), but they are better able to measure application, analysis and evaluation skills.

With regards to reading, NCTs tend to use longer, open-response questions to assess more complex skills, such as inference supported by evidence. For example, in the 2019 year 6 reading test, pupils read a story about two friends and were asked to give two impressions of the relationship between them, using evidence to support their answer. For three marks, pupils needed to provide two of the five acceptable points listed in the mark scheme and at least one piece of textual evidence. Markers had the freedom to mark any acceptable point as correct, as long as it was justified with evidence.

If this were assessed using a closed-response item, a pupil



may spend time contemplating a list of multiple choice options that they would have phrased differently to the assessment developer. In addition, closed-response items would have given only one or a small number of correct responses, whereas the open-response item allowed multiple acceptable points for pupils to describe their interpretation in their own words.

Maths NCTs assess a range of skills from knowledge and understanding to more advanced problem solving and evaluation. One paper comprises entirely open-response items, enabling pupils to demonstrate their calculation skills and the specific methods and approaches identified in the curriculum (e.g. long multiplication and division). In 'show your working' problems, pupils are encouraged to show their problem-solving approach. For example, in the 2019 year 6 mathematics paper, pupils were challenged with:

"A machine pours 250 millilitres of juice every four seconds. How many litres of juice does the machine pour every minute?"

The mark scheme gave three methods, each leading to a correct solution. Two marks were awarded for a correct method and calculation, while one mark could be awarded for a correct method. 'Show your working' questions, therefore, provide pupils with an

opportunity to demonstrate how they tackle extended problems that require them to formulate and carry out a method, which a closed-response question would not allow.

While it is possible to write closed-response questions to assess higher-order skills such as analysis and evaluation, the language demand increases, the incorrect options become more realistic and plausible, and pupils need more cognitive skills to understand what they are being asked to do. In reading tests, the options can also give away answers to other questions, so the test may need more texts to assess the same range of skills, which can cause pupil fatigue and impact pupils' performance.

There is a temptation, particularly in on-screen tests, to use purely closed-response item types. But while they can be scored quickly and provide teachers with some diagnostic information, they limit the range and skills that can be assessed. The purpose of an assessment is critical in deciding which item types are needed.

To give teachers the necessary insights into their pupils' deeper skills (such as critical thinking, analysis and problem solving) open-response items are required. The national curriculum requires pupils to be taught these higher-order skills, therefore any test seeking to assess the curriculum should contain some open-response item types.



Katie Colwill

Week in

Westminster

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



MONDAY

Ofqual have had a difficult couple of years. First there was the 2020 exams chaos shocker, and former boss Sally Collier becoming (Sir) Gav's scapegoat. Then with no notice, Number 10 pulled the plug on 2021 exams.

And in the latest bout of devastating news, staff have literally nowhere to work at Ofqual towers.

The exams regulator said it needs to "embrace a hybrid-working model as we no longer have enough desks given the amount of organisational growth that's happened over the last 18 months".

Ofqual is looking for a consultant to help them with their "ways of working" project. And for the pleasure of it, they'll be paid £28k!

Children's minister Will Quince was grilled by parents this week about what they can expect to see in the upcoming SEND review.

But it got off to a bumpy start when no-one could actually understand what he was saying. And we're not talking about political doublespeak – it was just that the DfE's wife is terrible.

"We spend billions of pounds a year and we can't get a laptop that works", Quince quipped. "I'm sorry about that but it's at our end."

He ended up answering questions, but with no camera on. The DfE is really setting an example in our new hybrid working age!

TUESDAY

Tokenistic tweets celebrating International Women's Day were being hastily deleted by some companies after a terrific account started quote tweeting them – along with their firm's own gender pay gap.

The Department for Education put out a video of female engineers saying "if a man



can do it, so can a woman!"

Within 10 minutes, Gender Pay Gap Bot tweeted saying "in this organisation, women's median hourly pay is 4% lower than men's".

Shade wasn't just aimed at government, with some academy trusts called out.

WEDNESDAY

As this week's education committee report shows, plenty of MPs are miffed about the government's approach to its education recovery plan and flagship National Tutoring Programme.

However, after watching a debate on funding for catch-up in the House of Commons today, the schools community could be forgiven for thinking that they care enough to spend their precious time on it.

The chamber was nearly empty during the "estimates day" debate. A handful of Tory MPs contributed, as did Lib Dem education spokesperson Munira Wilson, while Labour frontbencher Matt Warman was left almost completely alone to give his party's view on matters.

We understand MPs are busy people, but this debate presented a prime opportunity to question schools minister Robin Walker on an important scheme.

THURSDAY

The DfE might be pretending that Covid

is over, having scrapped most remaining restrictions across England, but ministers clearly still acknowledge that schools are facing challenges.

In fact, just this week, they widened a scheme aimed at supporting former teachers to return to the classroom to help address Covid staff absences.

Now chemistry and computing specialists will be offered help from "return to teaching advisers", who were previously on-hand to support maths, physics, and languages teachers with advice on applications, training and vacancies.

So, while ministers behave as if it's "business as usual", the department's approach proves that nothing could be further from the truth.

A survey from school leaders' union ASCL offered a not-so-surprising insight into heads' views on league tables this week.

According to the poll, more than 80 per cent of leaders don't want to see key stage 4 league tables this year, which is shocking, considering leaders are usually unanimous in their support of the measure...

But ASCL gen sec Geoff Barton made a good point when briefing journalists this week.

Heads' opposition to league tables this year is "not because we're against accountability. It's because we're against phony accountability, based on evidence which is not going to allow parents and other people to make fair judgments".

Indeed, with absence rates among year 11 pupils still around 10 per cent, it's hard to see how holding to schools to account based on GCSE results this year will be fair for all concerned.





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://Current Vacancies (cabinetoffice.gov.uk)) and search 'School Teachers' Review Body'



EDUCATION – TEACHING

Full time
Permanent

Job Title: Executive Head – Secondary, permanent
Location: Essex region
Salary: TKAT leadership scale L35–L39 (£98,170 – £108,822)
Closing date: Midday on Wednesday 23rd March 2022
Interview date: expected to be on Monday 4th April 2022

Start date: 1st September 2022 or sooner if available

Are you an experienced, successful head looking for a role where you will have wider impact?

The Kemnal Academies Trust is currently looking for a secondary Executive Headteacher to join part of our school development work across the Trust. In the first phase of this role, the successful candidate will initially work in one school alongside an existing Headteacher to rapidly improve the provision and outcomes. The next phase will broaden the remit of the Executive Head to another school or a role with wider Trust impact.

We are looking for a candidate who can demonstrate a track record of sustained school improvement whilst operating within the Trust's ethos of working inclusively, respecting and caring for others, and having ambition and aspiration for all. You will be able to demonstrate the ability to develop, motivate and empower teams, work with agility to achieve the best outcomes for students, and employ high levels of emotional intelligence to galvanise school communities to bring about sustainable change.

Experience of successful headship, particularly in challenging situations or areas of deprivation, is essential to this role.

If you would like to know more about this post or to organise an informal discussion, please contact Matt Batchelor, Senior Director of Education at matt.batchelor@tkat.org

The closing date for applications is midday on Wednesday 23rd March 2022.

We reserve the right to close the vacancy early should we receive a significant number of applications.

If you have not had any communication within 10 days of the closing date please take this as confirmation that on this occasion your application has not been successful.

Safeguarding

TKAT is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Offers of employment will be subject to the full Safer Recruitment process, including an enhanced disclosure and barring service check.

Our Commitment – Equal, Inclusive, Diverse

TKAT is committed to inclusion, diversity and equality of opportunity by encouraging and welcoming differences, listening to individual experiences, aspirations and accomplishments and learning how to grow better together. We welcome applications from all suitable candidates, regardless of any protected characteristic; this includes applicants wishing to work flexibly.

Access to interview – should you be selected and invited to interview please let us know if you require us to adapt the interview environment. If we can accommodate practical workplace adjustments to assist we will.



HEADTEACHER

Required in Bristol for September 2022

Salary Range: £69,029 - £76,140

The Board of Trust in Learning (Academies) are looking to appoint an outstanding school leader to be Headteacher at Parson Street Primary School in Bristol. We are seeking a person with vision and one who can inspire young people and staff to deliver their very best. Parson Street Primary School is a mixed primary school 3-11 age range serving a diverse community in the south of the city with approximately 400 students on roll and growing. The school was judged as requiring improvement by Ofsted in 2018 and is awaiting an inspection.

You will have a strong track record of improving performance, driving change and raising aspirations as well as standards. You will need to be dedicated, passionate and committed and someone who is able to see the possibilities for success for all students. You would be building upon the current strengths whilst being able to effectively analyse how the school can and should improve in order to realise its vision, and that of the Trust, to deliver outstanding education.

This is a fantastic opportunity for someone who has the skill, imagination and tenacity to lead the school on its next crucial stage. You will be leading a talented and dedicated team of staff who are supported by the Trust's Central Team and CEO.

The school and the Trust place no limits on their aspirations for our pupils/students and we all believe strongly in the importance of opening horizons and opportunities for those less well placed to see it for themselves. Parson Street Primary School has a history of building upon excellent relationships between staff, pupils, parents and the community Pupils take pride in their school and respond positively to high expectations.



You will:

- Be an inspirational leader, strategic thinker and creative problem-solver
- Want to make a difference and help transform opportunities for children who come from disadvantaged backgrounds
- Have experience of consistently delivering high standards of achievement
- Have excellent motivational and communication skills to lead successfully
- Be committed to professional development and improving yourself and others

Supporting you:

- Trust in Learning (Academies) is committed to high quality professional development and career opportunities for all staff
- You will work closely with a highly experienced CEO who will fully support you in this role
- You will work in collaboration with other leaders across the Trust helping to develop the MAT as well as Parson Street Primary School

Trust in Learning (Academies) is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS disclosure.

We would encourage potential applicants to visit the school and to arrange a visit please contact Fiona Price, School Business Manager on 0117 9038377 or by email FPrice@parsonstreet.com

Key Dates:

- | | |
|------------------------|-----------------------------|
| 21st March 2022 | - Deadline for applications |
| 21st March 2022 | - Shortlisting |
| 28th March 2022 | - Information Gathering Day |
| 4th and 5th April 2022 | - Assessments and Interview |

A full application pack is available on www.parsonstreet.com/current-vacancies/ - Please send your completed application by email to recruitment@tila.school by **12 noon on 21st March 2022**

HOLLAND PARK SCHOOL

since 1958

Headteacher, Holland Park School

Reports to: Chair of Governors
Salary scale: Highly competitive and commensurate with experience
Duration: Permanent
Start date: September 2022

Are you a collaborative and ambitious leader with a proven track record in educational leadership?

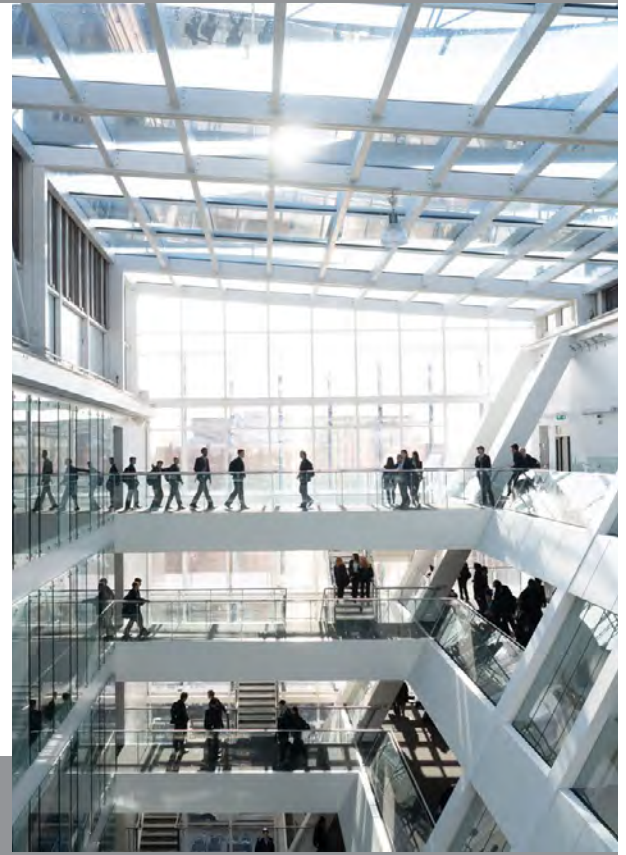
Do you have a deep commitment to the education of young people, and want to make a difference in your next role?

Would you be able to build on the successes of the past, as our School looks to move forward?

The post has arisen following the retirement of the previous headteacher, and as the School reaches an exciting point in its history. Holland Park School already has a reputation for excellent educational outcomes – and we are looking for a headteacher to take this forward, building on past successes and developing the School further.

We are seeking an outstanding and committed Headteacher for Holland Park School in West London.

Holland Park School has a long-standing reputation and this role has the opportunity to make a real difference on the national stage, in the interests of all young people.



Further detail available at www.hollandparkschool.co.uk/vacancies/headteacher.

HEAD OF ESTATES AND ENVIRONMENT

Salary: Salary: L1-10 (£42,195 - £52,723) (negotiable for an exceptional candidate)
Pro rata: 37 hours per week, Flexible to meet the needs of the Trust



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

We are seeking to appoint a suitably qualified and experienced person to join our busy team and oversee the buildings and estates.

The role includes responsibility for Health and Safety and supporting academies in this critical area of our operation. As Head of Estates and Environment you will be leading and supporting a team of academy business managers, site managers and Headteachers on a broad range of building and estates projects to support education environmental improvements which will facilitate improvements in learning.

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

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

Closing Date: 12.00pm, 30th March 2022
Starting Date: Required to start as soon as possible



Regional Development Lead

Home based to cover the South East, London and East of England regions.

Starting Salary: £39,000 (negotiable for exceptional candidates – depending on experience).

Annual inflation increase (subject to affordability) + annual incremental rises.

Home based with occasional travel to Birmingham and within the region

Do you have a proven track record in partnership development and creating opportunities?

Do you have an in-depth knowledge of school governance?

Are you passionate about improving schools by developing effective governance?

If you have answered YES to these questions, then we would like to hear from you.

We have an exciting opportunity for right person to join NGA as Regional Development Lead for London, South-East and East of England. You will join the newly formed Governance Development team who share a passion for developing opportunities with new and existing partners and being the face of NGA within the regions. As part of our flexible working commitment, we

are willing to be flexible in terms of the shape of the region and will consider part time for one of the regions or full time for all of the regions.

Benefits include:

- 25 days annual leave + bank holidays (increasing to 27 at 6 years continuous service)
- 7% employer contribution pension

How to Apply:

Candidates must complete an Application Form. Please do not send a CV or include a CV to support the Application Form.

Candidates are asked to submit the monitoring form. The information provided is confidential and used for monitoring purposes only.

If you have any questions about the role, please email jobs@nga.org.uk

Applications should be sent to jobs@nga.org.uk with "Regional Lead" in the subject line **by 12 noon Friday 8th April 2022.**

NGA is an equal opportunities organisation and Disability Confident employer. We encourage applications from all backgrounds and communities.

Closing date for applications: Friday 8th April 2022

Shortlisted candidates notified: Monday 11th April 2022

Interview Date: Wednesday 20th April 2022

We will aim to offer alternative interview dates if shortlisted candidates are unavailable on this date.



ASSISTANT HEADTEACHER (ASSESSMENT, DATA AND ACHIEVEMENT) (L12 – L16)

We are seeking to appoint an exceptional leader who is passionately committed to promoting the highest standards of achievement for all to the position of Assistant Headteacher for Assessment, Data and Achievement.

We are currently on an exciting journey to develop our school into a truly great place for all to learn, regardless of their ability or background. We are seeking an inspirational leader to build upon our current successes and be a major player in realising our ambition to be an outstanding school. Applicants must themselves be outstanding classroom practitioners with specific expertise around assessment, data and achievement and a proven track record of implementing change and school improvement in this area. They will need to demonstrate strategic vision, energy and enthusiasm and a strong determination to make a difference to the lives of the young people we serve.



Executive Headteacher (West Yorkshire)

"We're seeking an experienced leader, with a proven track record of primary school leadership and school improvement, to head up three one-form primary academies in West Yorkshire. You'll also lead some strategic work across the whole Trust, and manage our Primary Director team, as well as line managing the three Headteachers / Heads of Academy. This is a new post, and an exciting opportunity for someone to progress their career in a growing Trust.

Through a great education we are changing the lives of young people. Built on the same principles as all cooperatives across the world, we work with academies to empower teachers and young people to work together for a better education and a better community.

Do you have the skills and experience to help lead our primary academies to 'outstanding'? If so, we'd love to hear from you!"

[Click here to apply](#)



Head of School

Full-time, Permanent position: September 2022
Salary Range L5 – L9

This is a wonderful opportunity both for the school and your own career development. We are looking for a highly-motivated, outstanding leader, who has energy and enthusiasm to make a positive difference to young children's lives. We want to appoint an exemplary teacher who can share excellence and expertise to develop the school, through effective communication and a commitment to maintaining and raising standards. There is a strong focus on continuing professional development with unique opportunities offered as part of a large multi-academy company, which includes a Teaching School Hub.

The position will offer the successful candidate the opportunity to take the school from good to outstanding. Full support will be given by the Executive Leadership Team of the Painsley Catholic Academy.

[CLICK HERE TO APPLY](#)

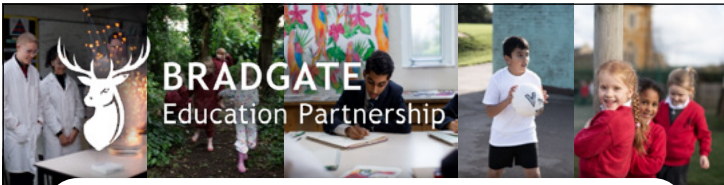


Principal

Full-time, permanent position: September 2022
Salary Range L10-16

This is an excellent opportunity both for the school and your own career development. We are offering this non-teaching position to a highly motivated, outstanding practitioner, who has the vision to lead the school from good to outstanding. We believe that, in our family-orientated school, every child should be developed to their full potential in terms of social, spiritual and academic formation. We are sure you will love the school just as much as we do! There is a strong focus on continuing professional development with unique opportunities offered as part of a large multi-academy company, which includes a Teaching School Hub.

[CLICK HERE TO APPLY](#)



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/>



Achieving excellence together

PRINCIPAL WEST VALE ACADEMY

Halifax, West Yorkshire

It is an exciting time for a new Principal who can benefit from and contribute to the on-site Research School, English Hub and Initial Teacher Training provision.

An opportunity has arisen within Great Heights Academy Trust for a Principal based at West Vale Academy. We are keen to work with leaders who wish to be a part of our growing trust network of academy schools, benefit from internal MAT support structures and who can see the potential at West Vale Academy.

We are seeking to appoint an inspirational leader with drive and motivation to ensure the best outcomes for the children at West Vale Academy.

'Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect'



EXECUTIVE HEAD TEACHER - PRIMARY (Essex region)

Are you an experienced, successful head looking for a role where you will have wider impact?

We are looking for a primary Executive Headteacher to join part of our school development work. The successful candidate will initially work in one school alongside an existing Headteacher to improve the provision and outcomes. Then they will broaden the remit of the Executive Head to another school/role with wider Trust impact.

We are looking for a candidate who can demonstrate a track record of sustained school improvement whilst operating within the Trust's ethos of working inclusively, respecting and caring for others, and having ambition and aspiration for all. You will: demonstrate the ability to develop, motivate and empower teams, work with agility to achieve the best outcomes for students, and employ high levels of emotional intelligence to galvanise school communities to bring about sustainable change.

Experience of successful headship is essential.



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



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.

Kent
Catholic
Schools'
Partnership



'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.



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



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.



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



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



Paradigm TRUST

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.

new wave federation

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.

DID YOU KNOW?



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David Ross Education Trust

As a Schools Week subscriber, your organisation receives a **20% DISCOUNT** on recruitment advertising.

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