



HOW BAD COULD THE 'GREAT RESIGNATION' GET?



Page 27

MEET THE CEO WHO SAVED TEACHING SCHOOLS



Pages 19-21

THE NEW TOXIC TIKTOK CRAZE TORMENTING PUPILS



Page 5

Revealed: Top marks for secondaries after inspections return



Page 13

'Tragically ironic': Accessible SEND review still missing SIX weeks on

- Vulnerable groups the green paper aims to support are 'excluded'

FREDDIE WHITTAKER | @FCDWHITTAKER

EXCLUSIVE Page 4

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Heartstopper: Beating the drum for LGBTQ+ inclusion

Page 25



Investigation: The rise of Incel extremism in schools

Page 9



New plans set out how national baccalaureate could replace GCSEs

Page 11



Incoming chartered college president on doubling membership and going royal

Page 16

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No sign of accessible SEND review – six weeks on

FREDDIE WHITTAKER

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EXCLUSIVE

Delays to accessible versions of the government's SEND review has excluded some of the communities it seeks to support from the consultation process, almost six weeks after its launch.

The government has missed its own second deadline for publishing British Sign Language (BSL) and easy-read versions of the green paper.

When it was published on March 29, the Department for Education said the accessible versions would be ready "in early April". A large print version is already available and a braille version on request.

Simon Knight, the head of Frank Wise special school in Oxfordshire, said the lack of accessible materials was "hugely concerning and is materially impacting on the ability of our students to have their voice heard".

"It is tragically ironic that a consultation designed to address the dysfunctionality of the SEND system is, through the lack of suitable adapted materials, disadvantaging those very people the consultation is intended to improve outcomes for."

In an answer to a written parliamentary question last Thursday, Will Quince, the children's minister, said the additional accessible documents would be published "in April".

But five days into May, the DfE had no update on their progress.

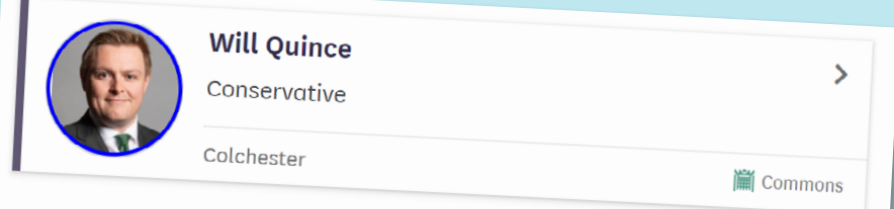
Quince apologised for the delay last week and said he was considering extending the consultation, due to end in July. He then promised an update in "the coming days".

Schools Week understands the documents are unlikely to be published until next week at the earliest.

As well as the lack of BSL and easy-read versions, Knight said a function for uploading non-narrative contributions was needed "so those



Will Quince



Answered on

28 April 2022

The department is committed to making its consultation on the SEND and AP green paper fully accessible to all. This enables anyone to have a say on the proposals in the SEND and AP system.

The department will be publishing an easy read and British Sign Language version of the green paper alongside our other accessible versions in **April 2022**. This is to further support those with vision, motor, cognitive, or learning difficulties and deafness or impaired hearing to engage fully in the consultation. A braille version of the green paper is also available by contacting: SENDreview.consultation@education.gov.uk.

people who are not yet able to write do not need to have their thoughts interpreted and recorded by others".

The consultation involves an online questionnaire and no upload function, but the DfE said the email address on the consultation could be used to send recordings.

"It would be extraordinarily unfair, if those in need of adapted materials had less time to participate in the consultation than those who do not need the content or process adapted," Knight added.

A snap poll by Special Needs Jungle found 97 per cent of respondents backed extending the consultation because of the delays to accessibility.

Ian Noon, head of policy at the National Deaf Children's Society, said the review could radically change deaf education, "yet many deaf children, young people and parents are being excluded from the

chance to have their say".

"Unless everyone affected is able to contribute, we risk emerging with a new SEND system that still doesn't meet their needs. The deadline needs to be extended to give everyone a version that works for them and enough time for their voices to be heard."

The delays to accessible versions follow substantial delays to the review itself.

The green paper was delayed three times after its 2019 launch. It was finally published on March 29, marking the opening of a 13-week consultation.

The proposed policies look to establish a "single national SEND and alternative provision system that sets clear standards for the provision that children and young people should expect to receive".

Quince said last week he was sorry the publication of accessible versions had taken "longer than I had hoped".



Simon Knight

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New 'toxic' TikTok trend targets pupils

JAMES CARR

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EXCLUSIVE

A "toxic" TikTok trend has left tormented pupils reluctant to attend school and their teachers yet again facing a drawn-out process to remove "derogatory and defamatory" videos.

In a new "Guess Who" TikTok trend, anonymous profiles, which in many cases include the school name, post videos with clues to a classmate's identity.

These clues usually have the pupil's initials or year group, but also often contain references to physical appearance, sexuality and personality. Some accounts also encourage other pupils to tag the victims in the comments section.

The Association of School and College Leaders (ASCL) will raise the problems with TikTok as school leaders say they are left "banging our heads against a brick wall" trying to get videos removed.

Schools Week has uncovered accounts for seven schools that have racked up more than 210,000 views.

TikTok says it is monitoring the situation and will remove all videos found to violate its bullying and harassment policies.

The social media giant faced scrutiny last year for its failure to quickly remove offensive videos that targeted teachers.

Accounts rack up thousands of views

Brockington College in Enderby, Leicestershire, battled for weeks to get three offensive "Guess Who" accounts removed.

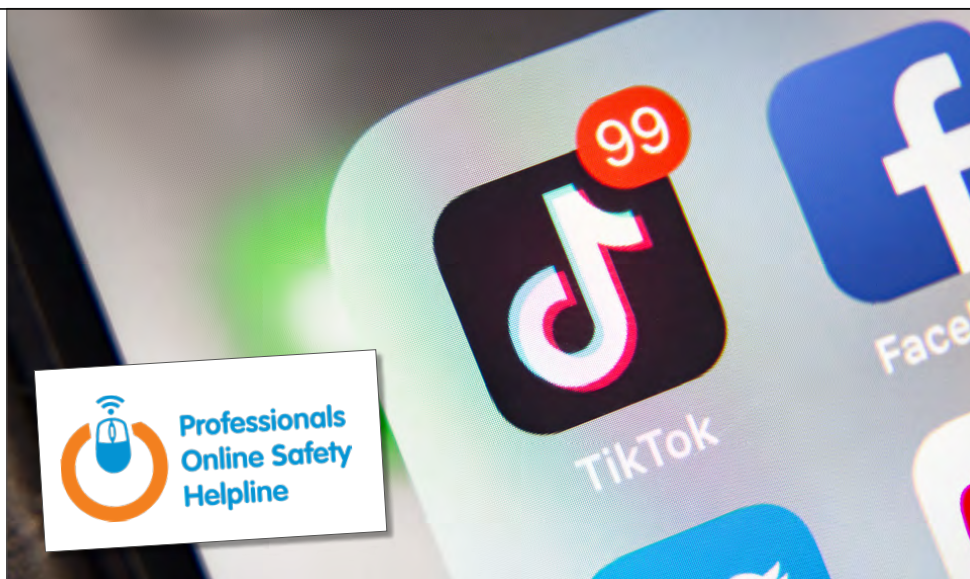
Despite descriptions such as "big nose", "overweight", "bad teeth" and "has chlamydia", the school said TikTok found these did not violate its terms of use.

TikTok advises schools to contact the Professionals Online Safety Helpline (POSH) run by the UK Safer Internet Centre.

Following the teacher scandal, TikTok provided undisclosed funding to POSH, saying it was the fastest way for teachers to ensure reported content was investigated.

But Michael Jones, Brockington's IT manager, said he contacted POSH on April 19, but the accounts were only removed this week - after he included the media and MPs in follow-up emails.

The helpline told the school the issue had been logged, but that this did not necessarily mean the



accounts would be removed quickly, Jones said.

He said the "time-consuming" process felt "a little bit futile" and left the school "banging our head against a brick wall".

Andy Burrows, the NSPCC's head of child safety online policy, said TikTok needed to demonstrate it was on top of new trends that could harm children "and take appropriate action".

A TikTok spokesperson said bullying and harassment had "no place on TikTok" and accounts that violated community guidelines had been removed.

The longer the accounts remain active the more views they rack up - with the Brockington accounts accumulating more than 63,000 views.

Dr Mary Bousted, the joint general secretary of the National Education Union, said the trend was "toxic". It was "ridiculous" that schools had to go to "inordinate lengths" to get the material removed.

Victims fearful of attending school

Last week, online safety app Safer Schools published a briefing alerting leaders to the trend, which it said was used to "hurt, humiliate and bully".

Schools Week uncovered examples of homophobic and transphobic insults, with rumours that individuals cheated on their partners.

Safer Schools said it found clues that included racist comments and accusations of sexual assault.

It warned that cyber-bullying could contribute to mental health disorders, substance misuse and suicide.

Jones said the accounts were "having a really damaging effect" on pupils' mental health and left victimised pupils "concerned about coming into school".

Last month, it was reported a teenager in St Helens was left "terrified" of going back to school after being targeted, while a Surrey parent whose child faced unfounded allegations of sexual misconduct said the trend created a "desperation" among victims and could lead to "self-harm".

Attempts to remove the content have so far proved fruitless.

Geoff Barton, the general secretary of ASCL, said it was "disturbed" to hear about the videos.

"There is no excuse for posting anything online that amounts to bullying. We will be raising this with TikTok and asking them to take down the offending accounts."

Online Safety Bill

Social media sites are supposed to be responsible for identifying and removing harmful content.

The proposed Online Safety Bill, currently at the committee stage, will appoint Ofcom as the regulator for online safety. It will have the power to tell companies which content is acceptable.

Those failing to protect people would answer to Ofcom and face fines of up to 10 per cent of their revenues.

In the most serious cases, sites could be blocked in the UK.

The government said the new laws would ensure stronger protection from harmful activity for children, such as bullying.

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'Blame game' as Zahawi to publish tutor take-up

SAMANTHA BOOTH

@SAMANTHAJBOTH

Schools that shunned the government's flagship tutoring scheme because it was too restrictive and costly fear getting the blame for the failing programme.

The government will publish the amount of tutoring that schools have done through the national tutoring programme (NTP) in the autumn term, alongside their funding allocation and the number of eligible pupil premium children.

The data will be shared with Ofsted and made public to boost take-up by naming and shaming schools. Government data suggests two in five schools have not used the scheme.

Education secretary Nadhim Zahawi said this would provide "greater transparency". But heads say the data is misleading as many schools are doing tutoring – just outside of the flagship scheme.

Meanwhile, unions have demanded an urgent meeting with Zahawi after accusing him of breaking the government's own wellbeing and workload commitments with the plans.

Geoff Barton, general secretary of the Association of School and College Leaders, said it "feels very much like an attempt to shift the focus away from its manifest failings and on to schools".

Under the school-led tutoring route, schools get a ring-fenced grant to cover 75 per cent of the cost of tutoring for three-quarters of pupil-premium children.

Robina Maher, headteacher at St Mary's Primary School in Hammersmith, west London, said: "I am working hard to balance my budget, so that top-up is a lot of money to come up with."

In March, just under 30 per cent of schools in the borough of Hammersmith and Fulham had run tutoring under the NTP – the lowest in the country, and in contrast to 60 per cent across England.

Schools are expected to use their pupil premium or the £302 million recovery cash to plug the gap. They can also use their own teachers or external tutors, but unqualified teachers have to undertake an 11-hour tutor



Nadhim Zahawi

training course.

How the cash is spent is recorded in the school census. Any unspent funds will be clawed back at the end of August.

Maher said some schools in the area, like many across London, had dwindling pupil numbers and tight budgets.

She has run tuition but used teachers in her own school. Rather than extra pay, they get time off in lieu, as it is "far more effective".

"The figures will be misleading as it doesn't mean children aren't receiving tutoring," Maher added. "When you put schools up against each other, it's not really like for like, as school contexts vary."

Blackpool has 81.3 per cent of schools using the programme. As they already had a tutoring programme in place before the NTP, it meant they could "very quickly agree a town-wide approach to staff pay and allocation of pupils".

But Frank Norris, independent chair of the city's education improvement board, said tutor supply had "petered out completely" throughout the year.

James Turner, Sutton Trust chief executive, said schools "shouldn't be penalised for gaps in the tutoring market, which is still fledgling".

Devon has the ninth lowest NTP take-up in England, at 46.8 per cent. Paul Gosling, headteacher at Exeter Road primary school in Exmouth, said it is harder for remote schools to access tutors and arrange transport after-school.

"I already employ a staff member for one-

to-one tuition, so I'm using the 25 per cent to pay for them," Gosling said.

Meanwhile Susan Douglas, chief executive of Eden Academy Trust, said special schools will be bottom of the table as they do not have the time to release therapists and support staff to do tutor training while dealing with never-ending Covid absences.

The government plans to contact schools that are yet to offer tutoring. However, this will only be among the 52 per cent that responded to the education settings form.

Chris Zarraga, director of Schools North East, said tutor league tables are a "pointless exercise" designed to "increase pressure on schools to utilise something that they had decided, for good operational reasons, wasn't suitable for their settings".

Leaders' unions said they were "appalled" by the announcement, communicated to heads on bank holiday Monday. It was a "direct contravention" of the DfE's own staff wellbeing charter to only publish alerts during working hours, the unions said.

Zahawi also stands accused of breaking his department's own pledge that new policies on accountability should be brought in at the beginning of the school year, with a year's notice.

In his letter to schools, Zahawi urged, "Do not miss out on an opportunity to help pupils who could benefit now".

DfE said the publication is not "the introduction of a new accountability measure for schools".

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Fewer schools face polling day disruption

FREDDIE WHITTAKER

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EXCLUSIVE

Hundreds of schools held INSET days, closed off rooms or turned to remote education on Thursday to host polling stations, despite moves to use fewer schools across England.

Data from a sample of 17 areas shows there was a 35 per cent drop in the number of schools used this year compared to the last comparable election in the same areas. However, this still left many facing disruption, and prompted calls for alternatives.

Councils are under increasing pressure to use fewer schools, especially after the snap general election in 2019 scuppered many plans for nativity plays. Last year, the government allocated funding to help councils avoid using schools in light of pandemic disruption.

But these efforts could be hampered by the recent Elections Act, which requires photo ID to be shown at polling stations. Officials worry the space needed for extra processes will limit the alternatives to schools.

Elections were held yesterday in all 32 London boroughs, 33 metropolitan boroughs, 60 district councils and 21 unitary authorities. Results were expected to be announced from the early hours of this morning.

Snap elections 'a real pain'

Whitehill Junior School in Hertfordshire allocates the first Thursday in May as an INSET day. It has to close because of its size and layout, and cannot provide remote learning as teachers would still need to use the buildings.

Head Steve Mills said the approach worked because of "careful planning" and informing parents well in advance.

But unexpected elections, like in 2019, were a "real pain". Schools could not refuse to be used as polling stations, but could request councils to make alternative arrangements.

"We shouldn't be disrupting children's



learning, whether you're recovering from a pandemic or not."

Welling School in south east London announced it would educate its pupils remotely yesterday, giving access to work via Google Classroom.

And the Dunraven Educational Trust said one of its south London primary schools remained open, despite being used as a polling station, while another provided online lessons to two year groups.

But David Boyle, Dunraven's chief executive, said schools should not be used as polling stations "unless there's absolutely no choice". It was "crazy for schools to have to close for a day when other buildings that can be used exist ... this year more than ever".

For some schools, polling day presents an opportunity to bring staff together.

David Atter, executive principal of Noel Park primary in north London, said a day without pupils was a "rare occurrence". Staff came together to evaluate the curriculum and suggest improvements for the next academic year.

"This allows all staff to talk and contribute without the need to pull anyone for cover and is an important yearly tool for our curriculum development."

Elections Act creates potential headache

Other schools have avoided full closures by separating off parts of their sites.

Only one of the ten schools in Portsmouth used as polling stations had to close.

Mike Stoneman, the council's deputy director of education, said it "continued to identify alternative venues" but admitted "this has not always been possible in certain areas".

He also warned new requirements under the Elections Act were "likely to limit the alternative options available due to the space required".

Sandwell, in the Midlands, has reduced the number of school polling stations from 42 to 24, and is "working to reduce that number further for future elections".

In Enfield, north London, the number of schools used has reduced from 26 to 20, and five opened "as normal" with polling stations in temporary buildings.

Calderdale council has cut the number of its schools used from 26 to 12 following a "major piece of work" after elections last year.

Robin Tuddenham, the council's chief executive, said some schools scheduled staff training days for the day of the election. "Where this is not the case, they will ensure that students can continue their learning in another way, such as through virtual learning."

In Waltham Forest, north east London, the number of schools used was cut from 31 in 2019 to 20 in 2021 and then to 15 this year.

A spokesperson said the council had "worked to move away from schools". But in some more residential areas, without community or religious centres, it sometimes had no other option.

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Schools see rise in 'incel' extremism

TOM BELGER

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EXCLUSIVE

Growing numbers of schools are reporting pupils to the government's counter-terrorism scheme Prevent over suspected "incel" and other lesser-known extremist ideologies.

Some leaders are holding parents' evenings about the emerging misogynistic ideology, while others are training staff to recognise its language of "Chads" and "Stacys".

But there are calls for more support for staff and vulnerable boys, with one charity warning many teachers have never heard of the movement.

'A new threat'

A government counter-extremism commission last year called incel subculture a "new threat", alongside resurgent far-right ideas.

Its report described incels as an "overwhelmingly male online community", with many members advocating violence against women. Five people were shot in Plymouth last year by a man who reportedly shared misogynistic views on incel forums.

Believers dub themselves "involuntarily celibate", blaming women for not having relationships with them.

Speaking at a schools conference last week, a Department for Education official highlighted a "significant increase" in education staff reporting extremism concerns that were neither Islamist or far-right.

James Fisk said such cases, formally classed as "mixed, unstable or unclear ideologies", included "inceldom".

He highlighted schools' duty to train staff in extremism, report concerns, implement IT filtering and build "resilience" to radicalisation. A government advice website says many referrals of young people to its Prevent counter-terrorism programme follow issues within schools.

Schools Week analysis of government figures reveals education referrals of such non-traditional ideologies leapt from 193 in 2016-17, to 1,071 in 2019-20. It dipped to 721 last year as Covid knocked referrals from all settings, but the percentage from education kept rising – forming 60 per cent of all cases, up from 10 per cent in 2016-17.



'Stacys and Chads'

The Skinners' School recently held a parents' information evening on "incel culture", sexism and consent, with two other Kent schools.

Meanwhile Salford council began running "incel awareness courses" for school and other professionals in September, with dozens from across Greater Manchester attending each month. Cabinet member David Lancaster said it wanted to "get ahead" of an emerging global issue, rather than having particular local concerns.

He warned increased time online during Covid had heightened risks. Salford's sessions advise neither condoning or shutting individuals down, rather "recognising they are victims of grooming, and need help".

Jay Sterling, a science teacher in the Midlands, said she heard teenage boys cite incel ideas after an assembly about sexism. "We heard comments about men losing power, the wage gap being a myth, and key phrases like 'Chads', popular good-looking lads, and 'Stacys', who want to go out with them."

Comments from incel believers online first alerted her to the movement.

Sterling, who has since moved school, said sexism workshops began because boys had made comments like "I'll behave for male teachers".

Owen Jones, director of education at the charity Hope Not Hate, which delivers anti-discrimination workshops, said he had seen boys in four schools surround female teachers who mentioned being feminists, saying "they

must hate men".

The charity avoids sending women to deliver sexism workshops because of safety fears.

His staff have seen specifically incel narratives "becoming more prevalent". He warned that the ideology could also be a "gateway" into far-right extremism.

'Teachers will have no idea'

Many teachers had "never heard" of incels, despite wider anti-sexism efforts in schools and higher Prevent referrals.

"You can be openly using incel language, and teachers will have no idea," he said.

One academy head told Schools Week she was "not aware of the emerging issue", suggesting more guidance would raise schools' awareness.

Sterling said schools needed a "middle step" between handling issues alone and involving Prevent. A review of the controversial scheme is due out soon.

Jones said most boys expressing incel ideas "just need a sit down and a chat" with professionals, not necessarily counter-terrorism officers. The commission's report said incel violence remained "rare".

Teachers' union NASUWT has also demanded more training in RSHE sessions about misogyny, investment in boys' mental health and research on incels' influence in schools.

A government spokesperson said it worked closely with schools, which must help prevent pupils being drawn into terrorism. She highlighted safeguarding duties and the "school-led" RSHE curriculum.

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Saxton: Adaptive testing could end exam tier 'ceilings'

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EXCLUSIVE

Ofqual's boss hopes that switching to online exams could end tiered GCSEs that she says can put a "ceiling" on pupil potential and leave leaders in difficult positions.

For some subjects, schools must decide whether to enter a pupil into the foundation (grades 1 to 5) or higher tier (grades 4 to 9) papers.

But the exam watchdog's three-year corporate plan, published this week, promises to investigate adaptive testing – a computerised test that adjusts the difficulty of questions as students go through it – to replace tiering.

'It can be a ceiling for some students'

"What I found very difficult with tiering was having to have conversations with students and parents about 'we just can't put you into the higher tier,'" said Dr Jo Saxton, Ofqual's chief regulator.

The former academy trust boss and policy adviser to Gavin Williamson said such a situation was "incredibly sad. Qualifications open doors and I don't like that ... that mechanical element can be a ceiling for some students.

"I don't like the idea that it's decided in advance which students won't get certain aspects of the curriculum."

Ofqual wrote to schools in 2020 to remind leaders to enter students into the right tier. The year before, nearly 4,500 pupils of 140,000 who took combined science got a U grade after being put into the higher tier paper.

The regulator introduced a temporary safety net to ensure pupils who narrowly missed a 4 still got a grade.

But Saxton said leaders found tier decisions harder post-pandemic. "I would love that to not be a decision that school leaders have to make – if we could make the testing mean that nobody had to have a limited curriculum, and everybody had the opportunity to succeed."

However, the National Foundation for Educational Research has warned such tests



Dr Jo Saxton

could limit a student's opportunity to show their ability. Entering "uncharacteristic" responses to earlier questions could impact the rest of a pupil's test, it said.

Ofqual's academics will now begin "long term" work on the testing method, including how "validity and access" to qualifications could be improved through technology.

The regulator's three-year plan also outlines how exam boards will be supported to use "innovative practice and technology", as well as "removing regulatory barriers where innovation promotes valid and efficient assessment".

Up to 2,500 students from 100 schools and colleges will take part in a trial of adaptive testing run by exam board AQA.

'Smart' tests could also help resitters

Saxton wants to know if the method – also known as "smart" testing – could help drive down the number of pupils having to do resits.

School leavers without a grade 4 in English and maths must resit exams, although the number doing this dropped 13 per cent last summer to 133,982 for English and 165,150 for maths.

"There's not enough research yet [on] what is it that means they're failing. It could be that it's the format of the test itself, it's not necessarily the content.

"I'm saying this recognising, as the regulator, that there are some good technical reasons why it exists in the way that it does, but I would be interested in looking at 'does technology gives us a way to do it better?'"

Advance information 'more work'

In the plan, Ofqual pledges to "secure trust and confidence" in exams this year "and beyond", as well as "be ready to implement contingency arrangements if needed due to the impact of the pandemic".

Saxton said conversations with heads had given an "overwhelming sense" of schools wanting to get back to normal exams next year.

Although adaptations were welcome this year, such as advance information, "all of it is additional cognitive load", she said.

"The vast majority of pupils I speak to are very grateful for the advance information, but they also tell me it's been a lot of work working it out.

"They say we'd rather just have normal teaching and not have needed it. If we can get to a place where it's not needed, that's the optimal situation."

Pressed on when leaders would know about next year, she said Ofqual and the government were clear schools and students needed clarity "well before" the new academic year.

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A National Baccalaureate: How it would work

SAMANTHA BOOTH

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"A lot of children don't get GCSEs above a grade 4 – so they are deemed to have failed, and they don't really have a good record of what they achieved," says Tom Sherrington.

He's part of the National Baccalaureate Trust, which this week published detailed proposals for a new qualification they say would solve this problem by giving all students a record of accomplishments between 14 to 18-years-old.

The National Baccalaureate for England (NBFE) would be made up of 600 credits (200 for 14 to 16-year-olds, and 400 for 16 to 18-year-olds). Rather than choosing to study a certain number of full qualifications, pupils could pick and choose either full or part subjects that would all be worth a different number of credits.

English and maths would be studied until 18, and pupils would also have to complete units in personal development and research projects, such as Duke of Edinburgh awards or the National Citizen Service.

Rather than grades, they would be awarded points for each unit completed – with 600 points the maximum overall score at 18.

Students would finish with a full digital transcript detailing their achievements – rather than just what they "failed".

It would encourage exams to be taken "when ready" and expand assessment to include moderated portfolios, oral, practical and adaptive tests.

"The people who say 'scrap GCSEs' are not helping, because they are never saying what would happen instead," Sherrington said.

"The baccalaureate would allow you to stop thinking, are exams good? Should we have GCSEs? It's about the most appropriate mode of assessment for each type of subject."

What problems would it solve?

The trust says the system's weight currently "falls heavily" in year 11 with the volume of tests and revision "disproportionate" and "distorting" to a coherent 14



to 18 curriculum.

Students move from a "crowded, inflexible" GCSE experience to a "narrow three-subject curriculum" at A-level or single-discipline technical qualification, with little scope for further study.

The qualification also puts academic and technical pathways on "parallel" terms, the trust says, and ensures children take part in extracurricular activities.

"There is a whole other world of assessment beyond this very narrow, precise way we do it now," Sherrington said.

It would mean huge upheaval, though. One proposal is to introduce the framework using GCSEs before gradually breaking them up into more "flexible and specialised" one-year courses.

Eventually pupils could access more subjects, with minimum credits set across certain areas such as languages, social sciences and humanities.

Wood Green School, an academy in West Oxfordshire, has created its own baccalaureate, based around the core GCSEs and A-levels, but with an extended project, personal development programme and work experience.

Robert Shadbolt, the school's head, said it had "embedded" this into the curriculum as an "entitlement" for every pupil.

'Long-lasting support would be essential'

While Covid has amplified calls for exam reform, the government's commitment to them has not faltered.

But the trust's plans put back on the table baccalaureate-style proposals similar to those put forward in 2004 by the government-commissioned Tomlinson review. Despite early support, they were not implemented after changes in ministerial teams.

Dr Michelle Meadows, a former deputy chief regulator at Ofqual, said Tomlinson showed that "long-lasting cross-party consensus and support" would be essential.

"For too long, we have over-relied on qualifications alone to represent what a person is capable of," she said. But changes to the qualification system were high risk.

"Perhaps this is one proposal capable of generating the consensus needed to succeed."

Jonathan Simons, a partner at the consultancy Public First, said it was one of the "most thoughtful and worked-through" attempts to "to square the desire to ensure all young people have a wide range of skills and capabilities, with the need for rigorous knowledge and accurate and valid assessment."

However Tim Oates, director of assessment research at Cambridge Assessment, said wider discussions on system change seemed to confuse qualifications reform with curriculum reform.

"We need better formative assessment overall, better diagnostic assessment at the beginning of key stage 3, and we need to look at relevance and engagement."

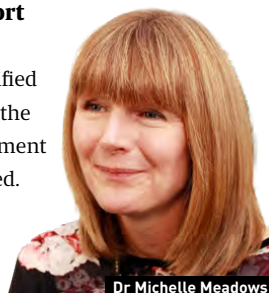
Barnaby Lenon, a former Ofqual standards adviser, said the proposals sounded like the old national record of achievement, "which was a failure partly because of the bureaucracy involved".

Good schools already promoted and recorded non-exam activities. Without the motivation of GCSEs, 16-year-olds would not "engage fully".

A Department for Education spokesperson said reformed GCSEs "rigorously assess the knowledge acquired by pupils and are in line with the expected standards in countries with high-performing education systems".



Tom Sherrington



Dr Michelle Meadows



Tim Oates



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Post-Covid Ofsted ratings lift in secondaries

JAMES CARR

@JAMESCARR_93

EXCLUSIVE

Secondary schools are getting better Ofsted grades since the return of routine inspections, but judgments in special schools have worsened.

School leaders say secondaries could have benefited from having more time and capacity to develop their curriculum during pandemic closures, when inspections were cancelled.

While vulnerable and key worker children still attended on-site, special schools had four times more youngsters in the classroom – something leaders say left them facing a “more problematic” return to full reopening.

Secondary performance improves post-pandemic

Schools Week compared inspection management information from March 2020 with that published in March 2022.

The 2020 data covered the six months of inspections from the introduction of Ofsted's new framework in September 2019 until the suspension following Covid. The second data covers visits conducted since routine inspection resumed in September.

The proportion of secondary schools rated ‘good’ and above increased from 63 to 81 per cent over the two periods. A similar number of inspections were completed in both periods; 355 and 379 respectively.

Primary schools were still most likely to earn the top grades, but their improvement was far less stark – rising from 80 to 85 per cent rated ‘good’ and ‘outstanding’ in the two periods.

Stephen Chamberlain, the chief executive of the Active Learning Trust, said secondary schools were able to develop their curriculum during the pandemic.

Their “greater capacity” provided “an opportunity to really reflect on what they want for their curriculum”.

Further analysis from FFT Education Datalab revealed the percentage of secondary schools downgraded following section 5 inspections dropped from 32 to 25 per cent.

The improved results come after mainstream headteachers warned that Ofsted was failing to



Amanda Spielman

take account of the impact of Covid.

Ofsted would not say what contributed to the uptick, but Chamberlain, a former Ofsted inspector, said outcomes would be expected to increase as a framework became more embedded.

Special schools struggle, data suggests

In contrast, special schools suffered a decline in outcomes, with the proportion of schools rated ‘good’ or above dropping from 80 to 73 per cent.

While there were more special schools inspections conducted pre-pandemic – 129 compared with 70 – the proportion judged to be ‘outstanding’ fell from 40 to 26 per cent.

The proportion downgraded during section 5 inspections increased from 38 to 55 per cent.

Graham Quinn, the chair of Special Schools’ Voice and chief executive of the New Bridge Multi Academy Trust, said the return to normal learning post-Covid was more problematic and challenging in special schools.

“An awful lot of time” was spent ensuring pupils returned to old routines, which reduced learning curriculum time.

Ofsted said the special schools inspected “in any given year may not be typical” and it was not possible to compare special schools with other types of schools using the data.

But of the 19 special schools that received the bottom grades this year during graded inspections, 17 were criticised for their quality of education and pulled up over curriculum planning and details.

Warren Carratt, the chief executive

of the Nexus Multi-Academy Trust, said that mainstream secondaries had the most “capacity and flexibility” during Covid because of the fewer number of pupils physically attending.

Department for Education attendance data shows that throughout June and July 2020, secondary schools reported between 4 and 5 per cent of pupils attending.

Special schools were meanwhile catering to 20 per cent of their cohort, mostly those with the most severe needs.

Carratt said this inhibited their capacity to move forward with curriculum development.

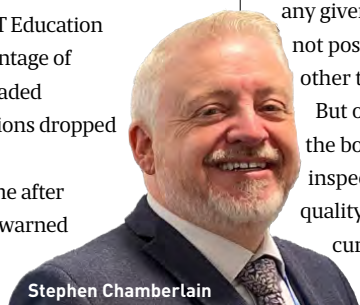
A Schools Week investigation last week revealed special schools also faced a capacity crisis with more pupils requiring places.

When questioned on how such pressures would be taken into account, Amanda Spielman, the chief inspector, admitted the quality of experience children received was “the bottom line”.

“If the school was doing everything that it could, in adverse circumstances, I would absolutely expect to see a good leadership and management judgment - which is a strong signal to the rest of the world that the school is doing everything it can.”

Between September 2021 and February 2022, Ofsted granted 320 inspection deferrals as the Omicron wave caused more disruption.

But a watchdog spokesperson said schools granted deferral were inspected “as soon as appropriate” and there was “no reason” to think deferral rates influenced the pattern of outcomes this year.



Stephen Chamberlain

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Holland Park whistleblowers: 'Why were we ignored?'

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

Holland Park whistleblowers who were vindicated by a shocking report detailing public humiliation, racism and Ofsted being misled at the 'outstanding' school have demanded to know why misconduct spanning 18 years was ignored.

An independent investigation found "overt" sexism, Islamophobia, students sent home during inspections and safeguarding failures at the west London school.

Sex abuse victims were left unsupported, with "inappropriate" handling of a teacher's relationship with a pupil, the report published on Wednesday stated.

The probe was launched by new trustees last year, parachuted in after allegations of a "toxic" environment at the standalone academy, once dubbed a "socialist Eton".

More than 100 individuals – including staff and students – submitted evidence, as first reported in The Guardian last year.

But whistleblowers are now asking why it took so long for the problems, which one called an "open secret", to be exposed.

Despite the damning findings, Ofsted stood by an 'outstanding' rating issue in February 2020. "We are confident the inspection team came to accurate judgments because they examined a wide range of evidence," a watchdog spokesperson added.

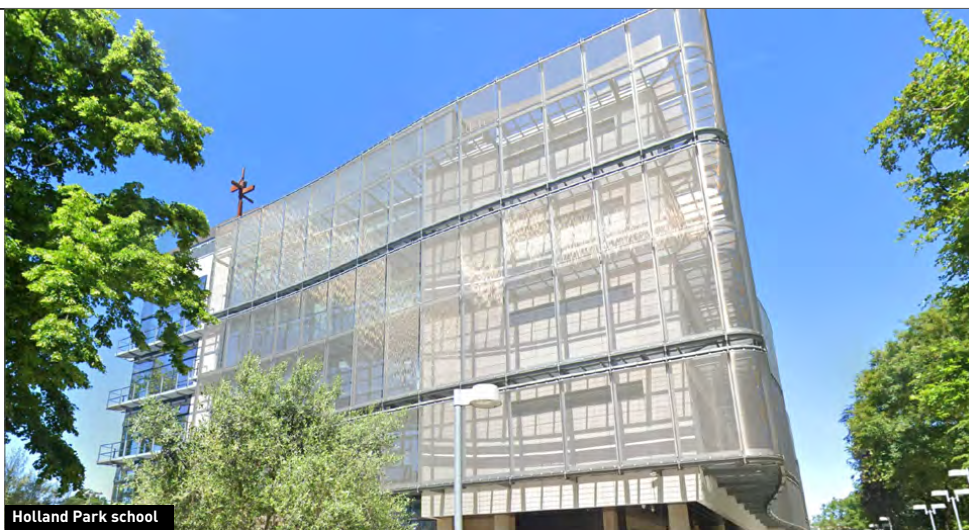
The inspection was unannounced, and Ofsted "took into account correspondence from teachers who had left the school".

A former teacher, one of a group who blew the whistle to Ofsted in 2019, said the statement was "infuriating. It means they are ignoring everything we've said to them and everything that has come out now."

The school investigation found Ofsted inspectors were "misled", with staff questionnaires relating to the 2020 inspection "destroyed". Certain students were taken off site or told not to attend during the inspection, it adds.

The teacher also alerted the government about issues with staff surveys, but said: "Nothing was done."

Former pupil Zahra Enver, who left Holland Park in 2017 and led a student campaign for an investigation, said the findings had been an "open



Holland Park school

secret for decades".

"For misconduct to go unchecked for such a long time is a sign of either incompetence, impotence or complicity on the part of those who are supposed to exercise oversight."

Referral to misconduct agency

Behaviour policy was "unclear, with shouting being the preferred option, combined with public humiliation", the investigator found.

A "culture of fear, favouritism and inequality" existed within the school, with a "grace and favour system in place for staff".

Bullying included the "misuse of support plans, performance capability and disciplinary intervention".

The report found "personal appearance and work ethic were openly discussed at staff meetings and staff were treated like children".

The school intends to make a referral to the Teaching Regulation Agency and will start disciplinary investigations into three staff members.

Holland Park published a three-page summary of the 554-page full report, which will not be published "to protect the identities of staff and students who gave evidence".

Those who came forward were "still traumatised", with some "extremely distressed" and "visibly shaken" while giving evidence. Two withdrew their complaint amid fears of reprisals.

The report concluded that based "upon extensive and corroborative evidence provided during interviews... on the balance of probabilities every

complaint is found to have happened".

It covers events dating back as far as 2004, when the school was under local authority control. It became an academy in 2013.

A Department for Education spokesperson said the findings were "serious and concerning. The wellbeing and education of the school's pupils must remain the first priority of the whole school community and its stakeholders."

Governors urge unity

A statement sent on behalf of the governing body praised whistleblowers for their testimony "that has made sure these issues have come to light and will lead to the change that is so needed".

They hoped the "school community will now come together and act as one for the good of the children and young people who attend the school".

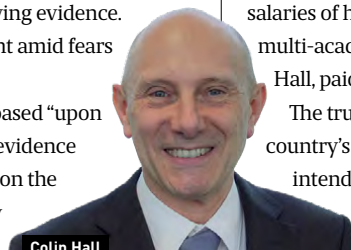
A Royal Borough of Kensington and Chelsea council spokesperson claimed any complaints sent its way had been "acted on straight away, especially if safeguarding issues were involved".

Safeguarding failures were reported to Ofsted during a recent inspection, which is due to report shortly.

The council's local authority designated officer is also now investigating.

The trust has been told by government to rein in salaries of highly paid school leaders and to join a multi-academy trust. Former headteacher Colin Hall, paid £280,000, has since retired.

The trust plans to join United Learning, the country's largest academy trust. But parents intend to challenge the plans in court.



Colin Hall

EXPLAINER

Rules ease to allow larger groups for invigilators

Rules for exam invigilators have been relaxed as fears of a shortage this summer grow. Here's what you need to know from Joint Council for Qualifications (JCQ) guidance published on Friday.

1 INVIGILATOR RATIO EXPANDED TO 1:40 ...

Under normal circumstances, exam centres must ensure at least one invigilator is present for 30 or fewer pupils. For practical exams, the ratio is normally 1:20.

Schools can now have one invigilator for a group of up to 40 "where it is not possible for the centre to meet standard requirements". The threshold for practical exams has also been increased to 1:30.

In "exceptional cases", schools can "continue with the invigilators that are available" as long as the exam board is notified, and all other options have been exhausted.

However, the board will decide if the exam papers can be accepted. Schools that are not confident exams can be "conducted with integrity" are advised to delay the exam until later that day or to split the cohort into different groups of candidates.

2... AND SUBJECT TEACHERS CAN INVIGILATE

Subject teachers can invigilate an exam in their own subject. This once prohibited practice will be allowed this summer as long as the teachers are briefed to be "particularly careful not to influence candidates' responses".

These teachers cannot be the sole or lead invigilator for a group of pupils they have taught, the guidance adds.

Tom Middlehurst, an assessment specialist at the Association of Schools and College Leaders, supported the changes, but warned that "even with this in place, schools and colleges face a huge challenge in ensuring they have enough invigilators".

"A lot of the uncertainty surrounding this summer's exams could be eradicated if students and staff still had access to free testing. We have repeatedly asked the government to reintroduce this."

3 EXAMS CAN START LATER, BUT MUST BE ON SAME DAY

Exam centres can normally vary an exam start time by up to 30 minutes.

This summer's tests may start later – if they take place on the timetabled date and pupils are supervised "from no

later than 30 minutes after the published start time until the examination starts".

If this happens, the relevant awarding body must be notified on the day of the exam.

The guidance adds: "If groups of candidates are due to take the examination in different rooms, centres may start each group as soon as they are ready, provided that the remaining candidates remain under supervision."

4 PRIOR APPROVAL REQUIRED FOR REMOTE INVIGILATION

Remote invigilation may be permitted in "very exceptional cases".

But the JCQ warns that prior approval must be granted from the relevant awarding body and "will not be granted on the day of the examination".

5 ALTERNATIVE SITES CAN SPLIT EXAM COHORTS

Schools are advised to follow existing guidance on alternative sites that requires exam centres to submit a notification of intent six weeks before the tests begin.

It is acknowledged this may not always be possible for a candidate in hospital or sitting an exam at home, but "late submission should be made as soon as the details are known".

The JCQ adds: "This process can also be used if it is necessary to split a cohort of candidates and relocate one group of candidates to an alternative site."

6 PUPILS UNABLE TO SIT EXAMS CAN GET 'CALCULATED GRADE'

If candidates cannot sit the exam within the centre or at an alternative site, a "calculated grade", known as an aegrotat, may be used to ensure they are not disadvantaged.

This could happen when some exams in the qualification have already been completed, and centres must apply for special consideration in the normal way.

Candidates who cannot sit any exams should sit them in a later series, the guidance adds.



NEWS

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New president eyes doubling members – and royal status

TOM BELGER

@TOM_BELGER

EXCLUSIVE

The Chartered College of Teaching's next president hopes it can double its membership before the end of his three-year term.

Dr Steven Berryman, unveiled as president-elect of the professional body on Friday, said another "aspiration" was to secure royal status for the five-year-old organisation, and play a greater role setting standards.

He will become the college's second president in November, replacing Stephen Munday.

Berryman started his career as a music teacher, and is currently director of arts, culture and community at the Odyssey trust in London.

He is also a composer, researcher and part of a government advisory panel on its national plan for music education.

Berryman said he wanted everyone in the sector to feel the college was "their professional body". He hoped to keep building membership to strengthen the CCT's role giving teachers "a voice and contribution to the direction of a profession".

He would "love" to see numbers double during his term, and ultimately have more than 250,000 members, but added: "I might make a rod for my



Dr Steven Berryman

back saying that."

Membership is also important for the college's finances, as it adapts to losing its initial government funding.

The president-elect stressed the college's role was "distinct" from other bodies.

It was "not a union", and its flagship chartered teacher status was "very different" from other training opportunities such as the government's reformed national professional qualifications.

"The CTS is designed for people who want to be expert classroom practitioners, who weren't looking to develop into management. The Chartered College is about developing reflective,

critically engaged expert teachers."

He is "keen" for the government to grant the college royal status, making it "the Royal Chartered College of Teaching".

This "aspiration" would show "how valuable the profession is" and give it a similar status to medicine, law and accountancy.

Berryman would also like the college to expand its current work spreading best practice by "setting the standards for what great professional learning can be".

Providing accreditation or a kitemark for professional development nationally "feels like a very good role to fill".

"We know how tight money and teacher time is - we want to make sure they get the best quality experience."

Berryman is also keen to ensure arts subjects are not "sidelined". The college could use its sway with teachers to "strengthen the voice" of arts and culture organisations and "broker conversations", he said.

Other current priorities are teacher wellbeing, and responding to the white paper - with Berryman encouraging members to respond to its own consultation. "We're there to learn from members."

FREDDIE WHITTAKER | @FCDWHITTAKER

Use of isolation rooms under scrutiny in new inquiry

A former health minister will lead an inquiry to examine whether exclusions and isolation rooms affect pupils' mental health.

The Children and Young People's Mental Health Coalition, led by Sir Norman Lamb, will look at how current school policies on behaviour "affect young people and their families", including their wellbeing.

The coalition claimed there were "widespread concerns about the increased use of punitive approaches such as exclusion and removal rooms to improve behaviour in schools".

Lamb, a former Liberal Democrat MP and health minister in the coalition government, said it was "vital that we understand and address the drivers of poor behaviour. Many people are concerned that too often we punish children for the difficulties they face."

An NHS study in 2020 found that one in six children aged 5 to 16 had a probable mental health problem, up from one in nine three years

earlier.

Lamb was instrumental in securing funding for the study, which represented the first national data in 14 years when it was published in 2017.

The coalition said challenging behaviours "can often be the result of underlying conditions, unmet emotional needs, difficulties at home, at school or in the community, and exposure to trauma".

"The inquiry will seek to understand how addressing the drivers of behaviour can be a critical component of a school's response."

Professionals and youngsters and their parents are urged to submit their views. A report will be published later this year.

Government research found more than half of secondary schools and a minority of primaries used "internal inclusion units" as a behaviour strategy - but not many had evidence that they worked.

Permanent exclusions dropped by more than a

third to their lowest level since 2013 last year, as schools faced disruption from Covid. However, exclusions had risen in the autumn term of 2019-20, before schools were locked down.

Tom Bennett, the government behaviour tsar, said the inquiry should seek to discover the "entire picture".

He gave examples of asking about the impact of bullying, and chaotic lessons where learning was ruined by bad behaviour.

"Any inquiry that neglects these aspects is not serious about examining the mental health of students and staff, but is acting to promote its own anti-exclusion advocacy," he said.

A previous study found poor mental health may be both the "cause and effect" of school exclusions.

The government is updating behaviour and exclusion guidance, and recently expanded its programme of behaviour hubs.

EDITORIAL

DO YOU HAVE A STORY?
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Heads being lined up for government tutoring failures

When he took over as education secretary, Nadhim Zahawi sounded a conciliatory and promising tone.

Offering an olive branch to a schools community mistrusting of government following its treatment of them during the heights of the Covid pandemic, the minister promised to “work with” staff to beat Covid and “transform the lives of the most vulnerable and disadvantaged”.

But just six months on, we are seeing cracks start to form in the façade, and the government is up to its old tricks.

After finally managing to nudge the much-delayed SEND review over the line, the Department for Education has once again begun to dither and delay. This time it's on critical accessible versions of the consultation, without which some of its would-be beneficiaries are being disenfranchised.

Like so many of his predecessors, Zahawi is also resorting to building further layers of accountability to cover up for problems created in the political centre.

It was not the fault of headteachers that the contract to run the National Tutoring Programme

this year was handed to Randstad, a move that has proved disastrous for the government's flagship policy.

And as many have pointed out over the past week, there will be many reasons why some schools have not yet taken up the offer of government-funded tuition for their pupils.

But to read Zahawi's missive to heads this week, you would assume they were to blame for the failures in the NTP.

Two in five schools not using the tutor scheme this year is concerning. But has the government bothered to find out why? It appears not. If they did, as we show this week, they'd find out all the reasons why the tutor scheme doesn't work for schools.

Instead, they've gone back to the usual knee-jerk reaction of more accountability. And they decided to communicate this on a bank holiday Monday – breaking wellbeing promises to relay important announcements during working hours.

In the era of dishonesty and mistrust, every mistake needs a scapegoat, and we suspect heads are going to end up as exactly that.

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WHY A FOCUS ON CAREERS EDUCATION IS MORE IMPORTANT THAN EVER



By Paul Matthias,
National Director of
Hays Education

The pandemic has had a detrimental impact on the education of young people around the world, and severely depleted work experience opportunities for students. A skills-supply mismatch is also being magnified by the rapid pace of innovation, and as technology continues to permeate an increasing number of roles, there is a widespread need to ensure that those entering the employment market are equipped – as much as possible – with the skills needed to tackle talent shortages.

How Hays Inspire can help

In response, in partnership with schools and leading employers such as Amey and Computacenter, we have launched Hays Inspire, a free-of-charge learning programme that will provide pupils with an informative and realistic insight into possible career pathways, with advice from leading employers regarding the skills needed to succeed in the workforce of tomorrow.

The lesson plans – consisting of comprehensive guidance notes, video content and student worksheets – are initially targeted at year groups 6, 9 and 10/11, helping schools to achieve the Gatsby Benchmarks and deliver effective, unbiased information to pupils on their post-16 opportunities. We hope that by harnessing the potential of the collaborative role educators and organisations can play in providing career insights for future generations, students will be armed with the knowledge they

need to make informed choices, avail themselves of opportunities and realise their future ambitions.

So what can educators do to foster inspiration amongst students regarding the world of work, and how can careers education be used to empower positive change?

1. Contextualise the work students do
Students are much more likely to engage with teaching if it is given some wider contextual meaning. The link between what they are learning and possible routes into the world of work is not only motivating, but will help them understand how theoretical concepts can be applied to practical, real-world contexts.

2. Ask students about their aspirations
Needless to say, a 'one-size-fits-all' approach is not the right fit when it comes to career guidance, and the aspirations and dreams of all students will be different. Approaching the subject individually with learners should take the form of open questioning, and could include questions such as:

- What do you feel you're good at, and what do you enjoy?
- Have you thought about what job you'd like to do in the future?
- Would you like to find out more about your intended career?

3. Emphasise different paths

To make careers education as inclusive as possible, and help learners envision themselves in a job, you should make it clear that there is not always one route or pathway to the career they aspire to. It's important that students don't feel alienated by conventional routes to work,

and there are a multitude of non-academic possibilities, such as vocational courses, apprenticeships and internships, that they can take.

4. Soft skills are key

The knowledge and capabilities we develop throughout our time in early years education are not necessarily those that will bring us career success. Much of the time, our education helps us to develop the competencies needed to perform certain tasks, such as mathematics or foreign languages. While these are extremely valuable, the most prevalent gaps often lie in the development of 'soft skills', such as critical thinking and problem solving.

5. Break it down

Try to incorporate careers education into the curriculum wherever you can, even if it's for ten minute 'bitesize' sessions. Hays Inspire was created specifically to be easily adapted to a range of timeframes and audiences, whether for a short video watch for Year 6, or a 45 minute lesson, including worksheets and plenaries for Year 11.

Hays Inspire is a completely free platform available for all primary and secondary school's – with a number of schools and MATs who have already signed up.

To get started with Hays Inspire and begin raising aspirations and inspiring future careers, visit our [Hays Inspire page](https://hays.co.uk/hays-inspire) or [reach out to your local consultant](#).

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Profile

JESS STAUFENBERG | @STAUFENBERGJ



‘I had to convince ministers not to scrap the teaching school idea completely’

Richard Gill, chair of the Teaching School Hubs Council, tells Jess Staufenberg how he went from standing in the orchestra pit at pantomimes to helping lead teacher development across the country

“This is special, you know,” Richard Gill grins with an endearing, cheeky-chappy smile. “I’ve refused interviews, but I’ll do this one!”

Schools Week’s good name has apparently won the day, and Gill, chair of the Teaching School Hubs Council, agrees to speak – something that is becoming increasingly rare among those working for organisations

reliant on government contracts.

He holds out a flat hand somewhere just above his head. “Here’s the parapet, and I like to keep my head just under it!”

As Gill points out, this academic year is the “implementation year” for teaching school hubs, and he’ll be pulling out all the stops to make sure the model works.

Initial *Schools Week* coverage wasn’t exactly jubilant. Replacing 750 teaching

schools (introduced in 2010 as the sector-led answer to teacher development) with 87 ‘teaching school hubs’ from this September helped the government “sneak in” a £25 million saving.

But how do the new hubs work? They have three main responsibilities: to support the delivery of the early career framework (ECF), the national professional qualifications (NPQs) and initial teaching training. (They

Profile: Richard Gill



Gill at one of the primary schools in his academy trust in Staffordshire

also have a vague responsibility around “delivering other high-quality evidence-based professional development”.)

One of those is already embroiled in a bit of turmoil – with teacher polls showing the ECF is creating huge workload for all those involved. Ministers are now discussing what they can change to resolve some of the issues.

There’s also the more general accusations that the government’s ECF, NPQ and ITT reforms amount to a “centralisation” of teacher development.

But Gill asks me to see it differently.

“This is the first time, in my close to 30 years in the education sector, where there is a coordinated offer to ensure there is high-quality teacher development, which is free at the point of delivery,” he says.

Gill’s way of sounding both reasonable and extremely positive at the same time (he admits he is a “glass half full” person) probably explains why we even have teaching school hubs today.

As the new chair of the Teaching Schools Council in 2019 he helped salvage the ‘teaching school hubs’ idea out of the old ‘teaching schools’ model when ministers wanted to defund the latter.

They had various concerns, he says: teaching schools varied in size and impact, some geographic areas weren’t covered, and their remit included school improvement, which overlapped with Ofsted, local authorities, growing academy



Being awarded the CBE by Princess Anne

"This is the first time there is a coordinated offer"

trust networks and regional schools commissioners (who arrived in 2014).

Gill explains that he had to “convince” ministers not to scrap the whole approach.

“I like to think I helped move them from a position of ‘there is no need for teaching schools’, which I think was the premise in Sanctuary Buildings at the time, to ‘there is a need for teaching schools and now teaching school hubs,’” he laughs.

He explained to the DfE that “if you rip up those networks of alliances, that could have negative consequences you might not be aware of”.

Before we delve into how he thinks it’s going, a few words on how Gill rose to the influential role he now holds.

“My school days were full of two things: music and sport,” Gill begins. Taking after his mother, a music teacher, he played the tuba, while one brother played the piano and the other sang and played the cello (you can imagine the happy chaos at home).

In the classroom, he was “a bit of a rogue”,

and it was his musical abilities that landed him real responsibility. Aged 15, he was the Lichfield Players’ musical director for Cabaret. “Music gave me those experiences and leadership qualities.”

He then studied music at the University of Huddersfield before becoming a peripatetic music teacher with Staffordshire County Council. My favourite part of Gill’s story comes next.

“I did professional pantomimes,” he says, to my undisguised delight, adding self-deprecatingly that he rubbed shoulders with such wildly famous celebrities as Kenneth Waller from 1980s sitcom Bread, Jane Freeman from Last of the Summer Wine and Emma Barton from EastEnders.

Aged 26, Gill then headed into the classroom full-time, returning to his old primary, The Friary School, in Lichfield. He later became assistant head at Chase Terrace Technology College, and eventually headteacher in 2011, at Arthur Terry School (later to become the Arthur Terry Learning

Profile: Richard Gill

Partnership and grow to 19 schools today, with Gill as chief executive). It was here he led the school's application to become a teaching school.

Then in 2016 Gill became the West Midlands representative on the Teaching Schools Council, back when the council had 20 members, including two from each region.

Since the new model from 2019, the council has slimmed down to 13 members, with an executive team of six. Eleven members on the council board are from multi-academy trusts, with two from local authority schools and one with a SEND specialism (Simon Knight, head at a community special school). Meanwhile out of all the hubs, seven are local authority schools, while two are special schools and just one is an AP school.

The eight providers for the ECF and 12 providers for NPQs are also selected by the DfE – not to mention its review of the ITT market.

"I would say the term 'centralisation' is unfair," responds Gill. "For me, the term 'centralisation' implies there's a hand-pick approach to providers, but there was a clear process followed, and only those who met the bar got through."

But was that bar set by ministers who favour certain pedagogies, and academy trusts? Gill answers straight. "Any government of the day will have their own policies, and of course the bar that was set was in line with government policies. But it was absolutely based on quality."

What about cross-sector warnings that ECF reforms – which hubs are helping deliver – are creating significant extra workload?

"In any implementation of a brand new policy, there are always going to be teething issues," Gill acknowledges. "But we need to be careful about blanket statements on workload. What we're not getting is the same complaint from every provider."

Gill adds that "a number of changes will be made in September", including reducing duplication between the ECF and initial teacher training.

Instead, Gill believes the government's emphasis on professional development can only be a good thing.



Gill at a primary school in his trust in Sutton Coldfield with headteacher Suzie Norton

"Having boundaries on CPD makes sense to me"

Teething issues aside, sector leaders mostly agreed that a two-year early career programme was a good idea. Meanwhile, teachers can now be supported by both a hub, and a provider, to get one of five NPQs in everything from 'leading behaviour and culture' to 'executive leadership'.

It's all part of teacher development being at the heart of today's Department for Education, continues Gill, excitedly. He points to chapter one of the recent schools white paper. "Teacher development is front and centre," he notes (the white paper reads: "We are investing in the people that will help our children succeed").

But there have also been reports teaching school hubs were hoping to design more of their own CPD (rather than act as a broker to ECF and NPQ providers). In July, education journalist Warwick Mansell reported that the DfE had cancelled a host of CPD courses that hubs had been planning from September.

"Some hubs weren't happy in terms of what they can and can't do," Gill says. "So what the council has done is work with the DfE to assess what additional CPD is appropriate."



Gill at a secondary academy in his trust in Coventry with education secretary Nadhim Zahawi

Going forward, he says, hubs will deliver CPD within certain "boundaries", including: they must have a "clear and solid evidence base"; they must be based on a local needs analysis; programmes must be designed in line with the Education Endowment Foundation's professional development principles; EBacc subjects must be prioritised; and there should be no overlap with the work of other hubs, such as curriculum hubs.

"Under the old system there wasn't any overview of professional development, which potentially meant some programmes weren't having any impact. So to have boundaries, to me, makes sense," adds Gill.

It's no wonder Gill wants to keep his head in a healthy position in relation to parapets: his role clearly involves a skilled balancing act, keeping many different partners, sectors and officials happy.

So whether or not you entirely agree with the government's reforms, one thing seems clear – Gill has fought to ensure teachers and leaders are involved as much as possible.

Opinion

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STEVE
ROLLETT

Deputy CEO,
Confederation of School Trusts

Tutor stats will expose NTP issues, not school failure

A national tuition programme can't succeed without being built on a firm bedrock of high-quality routine classroom teaching, writes Steve Rollett

The government's announcement over the weekend that it would be publishing information on schools' take-up of the national tutoring programme was met with understandable frustration and disbelief by many school and trust leaders. It wasn't only that the announcement was delivered on a bank holiday – contrary to the Department for Education's own wellbeing charter – it was also because it seemed worryingly out of step with experience on the ground.

You'd have to have been living under a rock not to have noticed that there is a general high level of dissatisfaction with the way the scheme has been administered this year. Despite there being many excellent NTP providers delivering tuition in our classrooms, school leaders will tell you that navigating the administrative labyrinth that surrounds the scheme has in some cases made the cost of accessing the support (in terms of time) prohibitively high. It is surely why the government won't be pursuing its

contract with Randstad into a second year.

But the announcement made on the weekend seemed to reflect a worrying degree of institutional amnesia in this regard; seemingly indicating that where pupils were 'missing out', this was down to a lack of desire on the part of schools, rather than a reflection of the

education, and policy formulation more generally. Campano and Woo have argued persuasively that public policy needs to see creating capacity as being at the heart of establishing robust systems. A system with little capacity struggles to maintain its core functions when it comes under pressure.

And in schools much of that capacity comes in the very tangible form of teachers in the classroom. These are the people who will do most of the curriculum design, the teaching, the assessment, as well as much of the pastoral work, safeguarding and so on.

Do we have enough teachers entering the profession to give us the capacity we need? In short, we have a lot of work to do.

Despite a temporary boost in ITT applications during the first 12 months of the pandemic, the

need.

Arguably, this should concern us more than the pockets of low NTP take-up the government wrote about over the weekend.

We know that tuition is most likely to be impactful when it is linked to what's being taught in the classroom. This suggests that tuition shouldn't be seen as a bolt-on delivered in isolation from the everyday curriculum. Accordingly, a national tuition programme can't succeed without being built on a firm bedrock of high-quality routine classroom teaching. This requires us to attract much larger numbers of entrants into the profession over the next few years.

Some work has been done on this; the awaited increase to teachers' starting salaries is welcome. But there is more to do. And of course, it's not only about recruitment; it's also about retaining teachers in the profession.

All of which makes the tone and disjointed nature of last weekend's announcement all the more frustrating.

NTP is a welcome addition to the educational landscape, but it is not itself the main fabric of pupils' education. It would be wrong to create an expectation among parents, Ofsted or others that delivering NTP was somehow itself the prize.

NTP matters but not in isolation from what happens in the classroom. So, let's not be distracted from the most fundamental part of capacity building in the system: high-quality teachers in our classrooms.

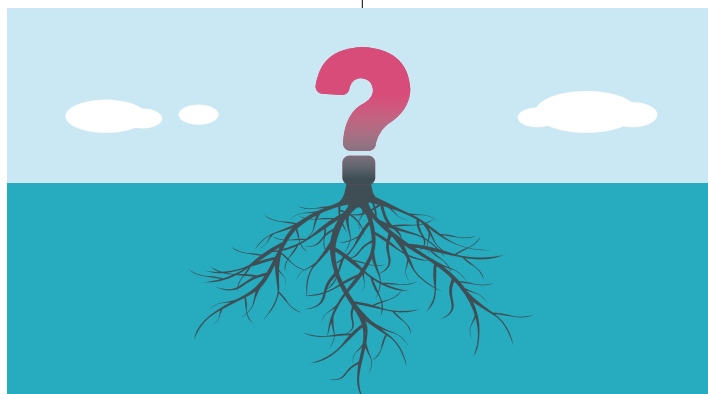
If we're serious about addressing the long-term effects of Covid-19, the evidence suggests the government would be well advised to match its enthusiasm for tutoring with an equally transparent and effective strategy to recruit teachers.

“A system with little capacity struggles to maintain core functions

programme's own issues and the ongoing Covid-19 context that has stripped capacity to the bone in some cases.

This second point that is worth considering particularly is capacity. It's such an important concept in

latest data suggests that across most subjects ITT applications are below government targets, many significantly so. NFER analysis suggests physics recruitment this year will hit only 15 per cent of the number the government believes we



Opinion

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DAN COWLING
Headteacher, Oak Wood School, Hillingdon

The Great Resignation: now is not the time to over-react

It's been a tough few years, writes Dan Cowling, but let's not jump to reforms in panic at the 'great resignation'

Amid media attention on the so-called 'Great Resignation', we must be careful not to overstate the push factors leading to increasing numbers of headteachers leaving for retirement, or pastures new. For many of us, the 'new normal' is the only normal we know. Reduced workload and increased pay would be great, but the job is already an attractive prospect as it is, and we mustn't put off new recruits.

I interviewed successfully for my first headship in February 2020 and I took up the post two months later. Between one event and the next, the world had changed. Having only ever worked in 'outstanding' schools during my 25 years in education, I would now have to turn my school around from 'requires improvement' amid a global pandemic.

Two years, multiple lockdowns, eight permanent exclusions, the replacement of 80 per cent of our teaching staff, three Ofsted monitoring inspections, one prime ministerial visit, a £1 million deficit reduction and one tragic pupil

death later, I couldn't be prouder of my school and its community. Other than the bereavement, I wouldn't change a thing.

When I started, I was the fourth headteacher in two years and I was not particularly welcome. A succession of RI judgments stretched back to 2013, Progress 8 was -0.5 in 2019, absence was

“For many of us, the 'new normal' is the only normal we know

running at eight per cent (with PA at 21 per cent), free school meals topped 42 per cent, and the deficit ran £3.6 million. Behaviour could only be described as dangerous and out of control.

The challenges started immediately, almost irrespective of Covid. Resignations popped into my inbox almost the moment I started. The head of English, the languages department, science teachers, the art department. It went on. The going ahead looked tough and some wanted no part of it. I obviously looked like I was going to be hard work.

In addition, I inherited a small but clearly dedicated SLT, bruised by recent experience and now



stretched to breaking point by facing down another crisis in the form of remote learning. I wouldn't meet with them face-to-face for a

whole term!

Those first few months were the most demanding of my whole career. My plans for school improvement were thrown into disarray, but what Covid did give me was time that I hadn't anticipated I would have. I went in to school every day, got to know the pupils who were attending, spoke with the staff on rota and planned for the re-boot that would be required when pupils returned. Surprisingly, we were able to save money too and offset that against the deficit.

The necessary (and massive) recruitment drive took place almost entirely through online interviews. So much HR, and so little focus on education! They don't teach that

on the NPQH. But if I was going to have a fighting chance of making the school better, I would need a full complement of high-quality teaching staff and leaders. So I spent a staggering number of hours staring at a computer screen grilling candidates to make sure that they were the right fit. It was exhausting but it was worth it.

And it has been the same across the system; we have had no choice but to start or to continue with improvements undaunted. The past two years have been the most challenging time for schools in modern history, and it's no surprise that many are choosing to call it a day after that experience. I might consider it too if I'd achieved what I wanted to achieve, or knew I was unlikely to, or if I was coming to the end of my service.

But let's not over-egg the need to reform the job or the school system as a knee-jerk reaction to a natural consequence of the pandemic. It's not been easy, but it is all that I know, and I wouldn't change it for the world. Bring on Ofsted!

Opinion

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SARAH JOHNSON

President, PRUsAP

All together, you say? Then why is alternative provision excluded again?

Another report on inclusion denigrates and fails to include the voices of AP, writes Sarah Johnson, and until that ends, it's unlikely we'll solve systemic problems

approach reports like this week's new publication from the Commission on Young Lives with my expectations set to 'cynical'. I ask myself: how many times can one report castigate alternative provision, and how badly can it fail to appreciate its real contribution to the school system? In the case of All Together Now, it's 64. And very badly.

From the very first mention, it's clear how this is going to go. "We know too how poor the academic outcomes are for children who end up out of mainstream education and placed in alternative provision." Fair enough. An honest look at why and how this happens is necessary to improve things for these young people. But sadly, that's not on offer.

"There is also a strong consensus," the report continues, "that alternative provision is often poor quality and not meeting the needs of many children and desperately needs an overhaul." Why look for evidence when the consensus is so strong?

And then this flourish: "Our system [...] has often appeared complacent and casual towards the outcomes of children in AP." Well, perhaps, but do you know who isn't complacent and casual about the outcomes of young people in AP? AP.

It's par for the course. Very little of what is written about AP is backed

"Stereotypes are so ingrained that they are taken as fact"

by information about what might be driving these opinions, much less any counter-evidence or alternative opinions from inside the sector. Instead, unsubstantiated claims and stereotypes are so ingrained that they are taken as fact.

How and why has it become acceptable to denigrate a whole area of education with very little information, evidence or discussion? It is interesting that such reports are seldom written about the SEND system as a whole. There is an assumption that special schools are led by experts, whereas AP settings are led by less specialist staff. And you are unlikely to read a report where English and maths outcomes for young people in

special schools are compared to their peers in mainstream schools; there is an appreciation of the different needs that make this challenging.

Yet when it comes to AP, lack of understanding of its complexities and nuances is played out time

and again – and it is no different in this paper. A question I am commonly asked is "what is the typical child who attends AP?". But there is no typical child; the only thing that unites their educational experience is one of fragmentation and disruption. There are those with medical needs who are unable to attend mainstream school, those who really struggle to manage their behaviour in larger environments, and yes, also those who have been excluded too readily.

I agree that the legislation is not robust enough to ensure the latter get redress. If a child is not excluded for fair and proportionate reasons, there must be a path to addressing this within governors' discipline

committees or independent review panels. But that is not a justification for re-hashing tropes about AP. Let's have a conversation around inclusion and exclusion, but let's also develop a real understanding of the systemic factors that drive some children towards poor outcomes, put them at risk of criminal exploitation and on a path to AP in the first place.

I never again want to read that "the outcomes for most children in alternative provision is just not good enough" [sic]. It infuriates me. Would they be any different if these young people stayed in mainstream? And the idea that this is down to a lack of "real vision of excellence" in the sector just adds insult to that injurious claim.

I could take Anne Longfield, or anyone else who would care to come, on a tour of APs from north to south and east to west whose excellence and vision make a real difference to children's lives and the communities they reside in.

They may not always achieve the same GCSE results as their mainstream counterparts, but if we're going to improve that, 'all together' is going to have to include AP, not deride it.



Reviews

TV REVIEW



Heartstopper

Director: Euros Lyn

Producer: Netflix

Release date: April 22, 2022

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

It's safe to say that the past year has not been an easy one for LGBTQ+ teens in the UK. Transphobic lobbyists and the conversion therapy debacle have left young trans people in crisis; the 'Don't Say Gay' bill in Florida has fuelled fears of similar measures appearing in British schools; a gay author was banned from visiting a Catholic school by a local diocese; and all of this comes after two years of lockdown that were especially difficult for queer teens reliant on school for a sense of belonging.

Perhaps it's unsurprising that recent shows like *It's a Sin* and *Sex Education* have portrayed even the most loving young queer relationships as fraught with emotional, social and political angst. Into this mix comes *Heartstopper*, Netflix's sunny new eight-part series bearing the tagline "boy meets boy". Although its earnestness might irk some, its depiction of young queer relationships is as sweet and comforting as a milkshake with two straws.

Based on Alice Oseman's webcomic, *Heartstopper* sees Year 10 student Charlie (Joe Locke), an openly gay boy at an all-boys' grammar school, strike up an unlikely friendship with Nick Nelson (Kit Harris), the popular – and ostensibly straight – captain of the Year 11 rugby team. As the show's title suggests, this friendship gradually blossoms into something deeper, prompting Nick to do some serious soul-searching and disrupting Charlie's tight-knit band of misfit friends. If this sounds like a tried-and-tested teen romcom structure, it's because that's

exactly what *Heartstopper* is.

In truth, it suffers a little from this: some of the interplay between Charlie and his friends is stilted, and the heartfelt dialogue between the central couple tends towards the predictable. But this is forgivable. Often, TV shows treat queer intimacy as transgressive or ineffable, compounding the anxieties LGBTQ+ teenagers already feel about their nascent crushes. A show that normalises emotional articulacy should be celebrated, not decried.

While the dialogue might be straight from the teen romance playbook, there are lots of subtler touches that subvert some of the genre's more wearisome tropes. One of the show's strengths is its reassuring handling of dynamics that other shows might have mined for jeopardy: parents are unconditionally supportive, teachers are non-judgmental, and Charlie's trans friend Elle finds kindness and support upon moving from the boys' grammar to its all-girls sister school.

It also does well to push back at established school-drama power dynamics. Nick is effusive in his praise for Charlie's academic and musical ability, and the standard boorish rugby coach is replaced by the dynamic, diminutive Coach Singh. It's undeniably an optimistic depiction of a modern British state school, but such optimism never feels out of place.

The most compelling bits for me were some of the show's quieter moments. The characters frequently communicate by messaging, and their habit of silently typing, deleting and retyping their messages rang really true. Director Euros Lyn makes cute nods to the show's comic-book origins as animated hearts, birds and lightning bolts fizz quietly between



characters' fingertips and mouths at moments of emotional intensity. There are also moments where the loneliness of being a queer teen is on full display, and Kit Harris makes particularly good use of these. The look on his face when he sees a lesbian couple in his year kiss under neon-pink lights at a party, or the reflection of a BuzzFeed 'Am I Gay?' quiz in his tearful eyes in a darkened bedroom, makes his portrayal of a golden boy in crisis especially affecting.

Many have expressed a mixture of delight at the level of representation this provides, and sadness that it was not around when they were growing up. This bittersweet feeling is entirely understandable, but if anything, it provides an even greater incentive to watch it and mention it to young people around us.

It is in our gift to show young people a safe, colourful space in which they can explore and question their identity. That optimism about what school can be like is the joyful experience *Heartstopper* offers. And for that – and many other reasons – it's a long-overdue triumph.

Reviews



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

@son1bun

Reading Matters – children's book news

@Alibrarylady

Sorry, not sorry for another shout-out for Anne's blog. It's a little selfish this time, as Reading Matters features the shortlist for the wonderful Branford Boase Awards, for which I am a judge. As Anne writes, "This award recognises both new talent and the role of the editor," and it is so lovely for it to be featured alongside such a plethora of rich reading treats.

As ever, Anne gives readers a peak into her reading world before transporting them to events, authors, resources and books. And as ever, the range, representation and diversity on show is heartening, ensuring her whole audience are catered for as she shines her light into the vibrant world of reading.

If you are that one person (secondary or primary) who still doesn't know A Library Lady, get ready to have your Saturday reading life changed!

When is retrieval not retrieval?

@MBDscience

"When you're not retrieving anything". Claudi BenDavid sets out his stall early in this sweet blog, in which he uses his

TOP BLOGS of the week

learning of Hebrew via a well-known app to take the reader into his theorising that retrieval – thinking hard – is not our natural default.

But although this is fine for him as part of his language learning, the stakes are higher for students. If they don't think hard, "they will struggle to access what we're teaching them. They won't perform at their best in exams."

So what can we do? BenDavid advises us to do two clear things: build a culture of error, and have a go from memory before turning to books (though the latter comes with a caveat).

"Remembering stuff is hard. Sometimes it even feels like your brain is aching." BenDavid ends the blog by iterating that it is this difficulty that will, "make it easier for the students to remember". That's retrieval!

Don't mix the six! Thinking about assessment as six different tools with six different jobs

@ClareSealy

After a two-year hiatus, Clare Sealy returns with a storming blog about assessment and its purpose. Sealy takes the opportunity to draw the reader back to early memories of assessment and is clear from the outset

that, in her view, "assessment has gone rogue".

Sealy acquiesces that good ideas and even better intentions always underpinned developments in assessment, "but what happens over time is that the originally revolutionary impulse becomes so well established in systems and routines that they become more important than the original idea". The unwieldy whole, Sealy maintains, has become bigger than the sum of its important parts: "The performance of assessment rituals is perceived as creating the reality of educational righteousness."

In an attempt course-correct, she takes us back to basics with six different kinds of formative assessment and three summative. Clarity about the purpose of each, and ensuring they don't mix, she argues, can help us get assessment back to being a powerful set of tools.

This is a brilliant and tough piece. It left me thinking hard about when, where, how and why we use assessment - and ensuring that it's always done deliberately and appropriately.

With a return like this, I won't be the only one to rejoice that Sealy is back.

Effective Professional Development (PD)

@KathrynMorgan_2

My final selection this week is not a blog but a Twitter thread cataloguing a range of blogs, podcasts and interviews on the topic of professional development. Kathryn Morgan is the queen of the generous share, with a much-appreciated habit of doing all the work for the rest of us of bringing together collections of research-informed reading.

Here, she treats the reader to 20 resources to "better understand design, selection, implementation and working conditions". The blogs include Sarah Cottingham, Tom Sherrington and, of course, the EEF Effective Professional Development Guidance Report.

If you like your edu-blogs in one place, then bookmark this and follow the collation queen for her next majestic edu-treat.

Research



Teacher Tapp will review a research development each half term.
Contact @TeacherTapp if you have a topic you'd like them to explore

The Great Resignation is here - but is it here to stay?

Iain Ford, senior data and reporting analyst, Teacher Tapp

A trend is sweeping across the economy: people are leaving their jobs at higher rates than ever before. Dubbed 'the Great Resignation', it looks like there's cause for concern for schools too; the number of headteachers leaving their roles within five years of starting is on the rise.

The wider picture tells a story of post-Covid recovery, greater remote working opportunities and wage stagnation. And similar arguments are put forward to explain the observed increase in headteacher resignations (along with the ever-present workload factor).

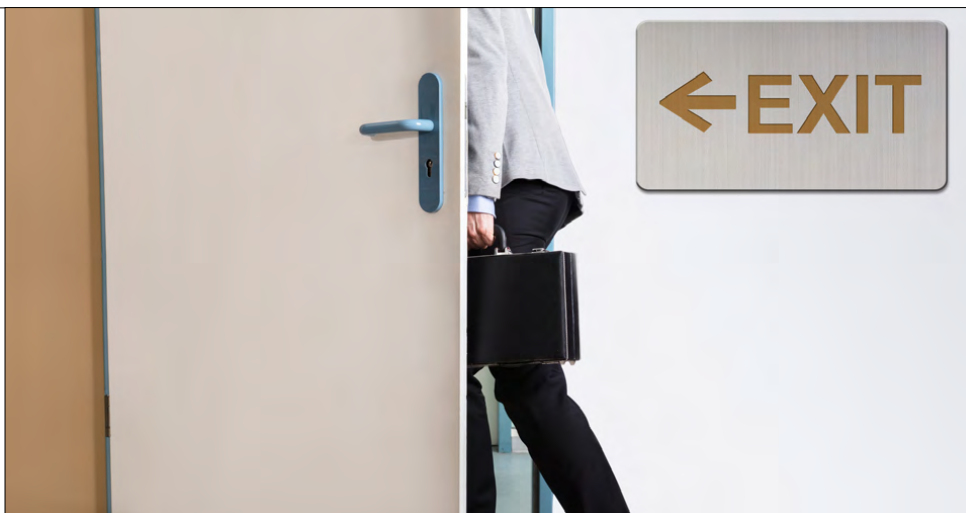
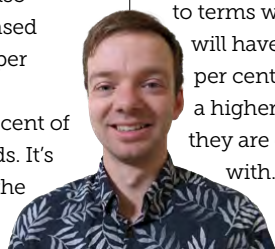
It is difficult to say how long the Great Resignation will last. However, recent Teacher Tapp data can help shine a light on the matter.

A bleak outlook

Over the past four years, Teacher Tapp has been tracking teachers' career intentions. At the most recent time of asking, 70 per cent said they would "most likely" still be teaching in three years - lower than at any time pre-2022. And the picture is bleaker for headteachers, just 60 per cent of whom say they will "most likely" be in post in three years.

It's not all that surprising. Throughout the pandemic, all teachers have reported an increase in the amount of time they're working each week. For headteachers in particular, between eight and ten per cent now regularly work 70 or more hours a week.

The pressure on headteachers is also incredibly high, and has only increased over the past two years. In 2019, 47 per cent said the job's stress levels were unacceptable. In 2021, it was 76 per cent of female and 45 per cent of male heads. It's fairly clear to see that the nature of the job has become more intense.



Despite the hours and stress levels, headteachers are the most positive among the profession about the impact they're having. And in any given week, two-thirds report enjoying their jobs that week – a greater percentage than any other post. Levels of satisfaction are similarly higher than others in education.

On balance then, it appears that a combination of the hours and pressure is what leads headteachers to say poor work-life balance will ultimately result in them wanting to leave their role.

But mind the gaps

The intention to leave is a very different prospect to actually leaving. In fact, many teachers choose to remain in post because they can't match their salaries elsewhere. Fifty-nine per cent of heads say they will leave if they can find a role that matches their salary. (The same percentage of middle and senior leaders also say this.)

Many teachers in all positions have come to terms with the fact that they initially will have to take a pay cut. Eighty-four per cent don't believe that they can get a higher wage outside of teaching than they are currently on – at least to start with.

This mixture of push and pull

factors makes it difficult to predict how the Great Resignation will play out in education. But imagine the worst happens and all those headteachers thinking about leaving actually do: who fills the void?

Five per cent of teachers and middle leaders say that they definitely want to take up that lead role one day. A further 20 per cent don't rule out the possibility. And while these numbers appear small, they are all that would be required.

However, there is a huge disparity between male and female teachers' ambitions. Almost twice as many male teachers say they want the top job: 37 per cent of them against 20 per cent of their female colleagues.

So with working hours longer than ever before, and stress levels among the highest they've been, it's reasonable to assume the Great Resignation will continue for some time. The saving grace – at least for now – is that there are people willing to fill the vacancies.

But this could have implications for gender representation (and potentially other forms too), and must surely affect the profession's store of experienced leadership.

And given the latest teacher recruitment figures from NFER's Jack Worth, it's worth noting there is only so long this carousel can go on.

Week in

Westminster

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

SATURDAY:

Tory Michael Fabricant delivered a masterclass in the art of how not to apologise after he alienated teachers (and nurses) with his comments about breaches of lockdown rules.

Readers will remember that while defending Boris "Birthday Boy" Johnson for parties in Downing Street, the Lichfield MP claimed teachers "would tend to go back to the staffroom and have a quiet drink" after working in lockdown.

We understand union leaders' phones were ringing off the hook, prompting the National Association of Head Teachers' leader Paul Whiteman to write to Nadhim Zahawi about his colleague's conduct.

During its annual conference at the weekend, the association published Fabricant's response, in which he managed to fumble an apology - while doubling down on his claims.

He insisted he was aware of "a number of instances" where staff "chose to unwind with a few work colleagues after a long shift", adding that a "number of other cases" had been brought to his attention since the interview, which was "not surprising" given the number of teachers and nurses in Britain.

However, he admitted it was an "error" to "give the impression this was general practice by nurses and teachers: this was never the case".

"I thought it might be helpful if I make it clear that it was not my intention to cause offence, let alone 'demoralise' anyone as some have suggested, and I apologise if I have genuinely done so."

MONDAY

Ah - a bank holiday and a time for the profession to catch its breath and switch off in what's been a pretty unrelenting year, right?

Wrong. Heavily criticised plans to blame schools for the Randstad tutoring failure (sorry, publish school tutor take-up data) landed in heads' inboxes 15 minutes after midnight.

It left Nadhim Zahawi breaking his own commitment to improve mental health in the sector with a promise to publish gov. uk content for school staff only during working hours.

Writing in the foreword to the report, Zahawi said the mental health of school staff was "now more important than ever".

"As education secretary, I want you to know that I will always be your champion," he wrote. Just not when you're trying to salvage your own flagship policy shit-show, it seems.

TUESDAY

Ministers' plans to reform and simplify level 2 and below qualifications risk confusing things further, says the government's exams regulator.

Ofqual also flagged "significant risk" with the timeline for implementation as the proposals overlap with changes to level 3 qualifications - such as BTECs - and could "overwhelm" educators.

The Department for Education claims the current landscape is "confusing" with about 8,000 technical and academic qualifications, many of which cover the same or similar subjects.

Ministers now plan to axe thousands of

the courses. But Ofqual says implementing both reforms at the same time poses "significant risks in terms of system capacity, which may impact on students' ability to engage with the new provision".

WEDNESDAY

The government has been deservedly condemned for its woeful record on accepting Ukrainian immigrants. But the few that have managed to navigate the byzantine visa routes are here, with their children starting in schools across the country.

In a letter to thank schools, Zahawi said the Ukrainian ministry of education has published its national curriculum - but told leaders while they could share this with refugees, it should not be used as a substitute curriculum.

Schools were also told Ukrainian pupils can use laptops dished out earlier in the pandemic.

The regular Covid attendance publication has become even more of a waste of time after the attendance figure - 92.3 per cent for last week - is no longer comparable to previous releases. This is because the figures had to be adjusted to account for year 11 to 13 pupils no longer on site.

Just 31 per cent of state schools are even bothering to fill the form in after the rules changed, with Covid often not recorded separately to other illnesses.



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**St Ralph
Sherwin**
Catholic Multi Academy Trust

Headteacher

Saint Benedict Catholic Voluntary Academy, Derby



Salary: L32 – L38
(£90,379.00 to £104,687.00)
Start Date: 1st January
2023 or sooner
Closing date: 6th June 2022
Interviews: TBC



We are seeking to appoint an inspirational, ambitious and strategic leader who can work in partnership with staff, parents and governors to progress the school's journey to become Outstanding.

We can offer you:

- a strong, caring and proactive school community
- friendly, happy, enthusiastic and inspiring pupils who are eager to learn
- access to first class CPD opportunities to develop further
- a supportive Trust with 25 academies and 84 academies across the Diocese

We are looking for someone who:

- is a practising Catholic with strong, lived faith and deep commitment to Catholic

education, supports the Catholic identity and has a desire to live out and share the faith through work

- values all pupils as individuals and ensures that all pupils are confident and able to achieve their full potential
- can fully embed the principles of safeguarding
- knows about the principles of developing outstanding learning, teaching and assessment
- has the vision, passion and motivation to respond to changes in education, can continually raise standards and expectations and share our vision and achievements
- can maintain a culture of excellence among staff and pupils
- is a strong leader and innovator who

encourages, enthuses and motivates the school community through excellent communication and interpersonal skills

This is a reserved post and is open to practising Catholics only, please review the document on www.srscmat.co.uk/work-with-us produced by the Diocese of Nottingham.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.



**St Ralph
Sherwin**
Catholic Multi Academy Trust

Deputy Headteacher

St Thomas More Catholic
Voluntary Academy, Buxton



Salary: L13 – L17
(£56,721 – £62,570)
Start date: 1st September
2022
Closing date: 18th May 2022
Interview date: 24th May 2022



We are seeking to appoint a passionate Deputy Headteacher.

We can offer you:

- a strong, and caring school community
- friendly, happy, enthusiastic and inspiring children who are eager to learn
- access to first class CPD opportunities to develop further
- a supportive, well-connected and highly innovative Trust with a network of 25 schools

We would like someone who:

- is a practising Catholic with strong, lived faith and deep commitment to Catholic education, supports the Catholic identity and has a desire to live out and share the

faith through work

- values all pupils as individuals and ensures that all pupils are confident and able to achieve their full potential
- can fully embed the principles of safeguarding
- knows about the principles of developing outstanding learning, teaching and assessment
- has the vision, passion and motivation to respond to changes in education, can continually raise standards and expectations and share our vision and achievements
- can maintain a culture of excellence among staff and pupils
- is a strong leader and innovator who encourages, enthuses and motivates

the school community through excellent communication and interpersonal skills

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The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to satisfactory references, which will be requested prior to interview, an enhanced Disclosure and Barring Service (DBS) check, medical check, evidence of qualifications plus verification of the right to work in the UK.



HEAD OF SCIENCE

I would like to thank you for your interest in the post of head of science.

Chilwell school has grown significantly over the past twelve months with a 25% increase in student numbers. The sixth form is expanding and the school has taken a leading role in developing provision and support for students and families, resulting in frequent features on local and national media.

This vacancy has arisen as a result of the promotion of the current post holder to the position of assistant head teacher.

We are seeking to appoint a qualified, creative and enthusiastic head of faculty who passionate about science and determined to make a real difference. Candidates will have the drive and motivation to continually improve the department, whilst understanding the importance of developing a positive culture.

[CLICK HERE FOR MORE INFO](#)



SEND FOOD TECHNOLOGY TEACHER

Required for September 2022

MPS plus SEN 2 allowance, NQTs welcome to apply

We are seeking to recruit a **Teacher of Food Technology** in an outstanding special school which serves the local community in Salford and caters for a range of special educational needs and disabilities.

This role would suit a proactive and innovative person with a passion for teaching and will involve delivering the Food Technology curriculum to pupils across Key Stage 3 and 4.

We offer:

- Friendly, well-behaved and enthusiastic pupils eager to learn
- A leadership team that is committed to staff development and pupil outcomes
- Parents who are supportive of their children's education
- A new state of the art food technology classroom and facilities
- A dedicated and motivated staff team who strongly believe in team work and building positive relationships across the school

For further information please visit our website

www.oakwoodacademy.co.uk/about-us/job-vacancies/

including details of safer recruitment and checks applicable for this role.



Weatherhead High School

A high performing academy providing excellence for all

ASSISTANT HEADTEACHER, BEHAVIOUR & ATTITUDES

Required for September 2022, L12 – L16

We are seeking to appoint a talented, driven and inspirational teacher who has proven leadership and management skills to join and enhance our Senior Leadership Team. The successful applicant will work under the direction and support of the Headteacher and Senior Deputy, making a significant contribution to continuing development and building on our strengths and successes within our outstanding pastoral provision in the Student Services Team.

Postholders will lead on responsibilities which will include but not be limited to:

- All aspects of Behaviour Management
- Pastoral Provision including Student Wellbeing
- Student Standards & Expectations
- KS2 – 3 Transition

For further information about this opportunity, including details of our pre-application session, please visit our website <https://weatherheadhigh.co.uk/join-us/work-with-us/> where you will also find details of safer recruitment procedures and checks applicable for this role.

Closing date **18th May 2022**



HEAD OF SIXTH FORM

I would like to thank you for your interest in the post of head of sixth form.

This exciting vacancy has arisen as a result of the current post holder taking a curriculum responsibility within the school. Chilwell school's sixth form has grown over the last four years and with significantly larger numbers in key stages three and four and a number of students who join us from nearby schools, we anticipate further significant growth. The school has taken a leading role in developing provision and support for students and families, resulting in frequent features on local and national media.

This is a key role in our provision for students and the successful applicant will have a significant responsibility in further growing and developing our excellent support and development of our students.

[CLICK HERE FOR MORE INFO](#)



PRINCIPAL – HOLYHEAD PRIMARY ACADEMY

REQUIRED FOR SEPTEMBER 2022

LEADERSHIP L15 – L21 £59,581 - £69,031

FULL TIME PERMANENT

Holyhead Primary Academy is part of the Shireland Collegiate Academy Trust, a multi-academy trust formed in September 2007 with a shared aim of providing the very best for all of our children, families and staff. Our Trust is built around our shared vision - to be a first class, inclusive, collaborative and forward-thinking family of local academies - and in relation to our Primary Academies the values of Excite, Explore and Excel drive our Collaboration at every level across the Trust. Having opportunities to share the breadth of knowledge and experience of our staff across the Trust ensures we are able to provide high quality, vibrant and inspiring learning journeys for our children to enjoy.

At Holyhead, we are looking to appoint a new Academy Principal who possesses outstanding leadership skills, is dynamic, has a sense of humour and who has the vision to continue developing our already successful academy.

We are looking for:

- An inspirational senior leader that will continue to nurture and motivate our hard working and committed team
- A creative, innovative and forward-thinking educationalist with a proven track record of success in teaching and leadership
- A person who has an up-to-date knowledge of the current, ever-changing educational landscape with the ability to continue driving this forward by working with and supporting our teaching staff
- Experience of successfully developing and nurturing high achieving teams with the instinct to empower people and encourage new ideas
- An engaging communicator who will continue to develop strong relationships with our children, our staff, our governors, our parents and our community
- A person who understands the principles that underpin an outstanding primary education
- A team player who will embrace the collaboration that a Trust provides through learning with and supporting other colleagues

We will offer you:

- Delightful, happy pupils with high standards of achievement and a pride and love for their school
- A strong ethos and vision that means something to everyone connected to the school
- A highly supportive and committed Standards and Performance Committee (governing body) who care very much for the school
- Highly motivated and supportive parents
- A strong collaborative network within the Trust and well-established relationships within the wider school community
- A school which was recently judged to be strongly Good with Outstanding Personal Development

We pride ourselves on being an employer of choice where all staff can thrive. We believe that supporting our staff both personally and professionally allows them to give their very best to our students. Our aim is to foster a working culture that recognises and reflects the importance of good mental health and wellbeing and provides effective support when colleagues need it.

Shireland Collegiate Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects its entire staff to share this commitment. All post-holders will be required to have an Enhanced Disclosure from the Disclosure and Barring Service (DBS), including a Children's Barred List check for post carrying out a regulated activity.

Applications

To apply go to: <https://careers.shirelandcat.net/>

Interviews Monday 16 May 2022

Please note that we reserve the right to close this advert before the closing date stated below.

Closing date for applications is Monday 9 May 2022





Vacancies

Head of Design and Innovation

Ensure Voice 21's model of teacher development and school improvement is sector-leading, strengthening and innovating our approach to drive long-term change in our schools and transform outcomes for students in our target population.

Salary: £40,000-£46,000, depending on experience

Where you'll work: Remote, with regular travel to our London Office and elsewhere. Occasional overnight stays required.

Contract: Permanent, subject to successful probation review at 3 months.

Terms: We welcome applications on a full-time or 4-day per week basis.

Closing date: 12pm, Monday 9th May

Research and Policy Lead

Work with our large and growing network of Voice 21 Oracy Schools to support both practitioner-led and co-constructed research in order to develop our understanding of high-quality oracy education and support Voice 21 to set a research-informed policy agenda.

Salary: £32,000-£36,000, depending on experience

Where you'll work: Remote, with regular travel to our London Office and elsewhere and occasional overnight stays required.

Contract: Permanent, subject to successful probation review at 3 months.

Terms: We would welcome applications on a full-time or 4-day per week basis.

Closing date: 12pm, Monday 9th May

Impact Officer

Generate and communicate insights into how our programme of professional learning, 'Voice 21 Oracy Schools', transforms outcomes for students in our target population, including gathering, synthesising and analysing both quantitative and qualitative data to support evidence-informed decision-making throughout the organisation.

Salary: £27,000-£31,000, depending on experience

Where you'll work: Remote, with regular travel to our London Office and elsewhere and occasional overnight stays required.

Contract: Permanent, subject to successful probation review at 3 months.

Terms: We would welcome applications on a full-time or 4-day per week basis.

Closing date: 12pm, Monday 9th May



Education Project Manager – Remote

A 90-year-old charity and social enterprise dedicated to connecting people with nature, the outdoors, culture and heritage through brilliant hostel stays and experiences. We operate hostels throughout England and Wales and welcome all but specialise in creating opportunities for young people. As well as memorable holidays and short breaks, we deliver education residentials, group trips, day stays and a variety of volunteering opportunities.

An exciting opportunity has arisen to appoint an experienced teacher or youth worker (or with equivalent experience) who has a passion for outdoor education and who has delivered high-impact education and/or youth work projects to join us as Education Project Manager.

This is a new post, created at an exciting time for YHA to develop and manage the 1 to 3-year education growth plan.

[Click here to find out more](#)

Weatherhead High School

A high performing academy providing excellence for all

HEAD OF MUSIC

Required for September 2022
MPS – UPR & TLR 2b, £4,781

Due to the relocation of the current postholder, we are seeking to appoint a well-qualified and motivated Teacher of Music to lead this vibrant department within the Performing Arts faculty.

The school has an excellent reputation for Performing Arts and the Music department also plays a very active role in the wider community and our extensive extra-curricular programme.

Weatherhead offers a comprehensive leadership and professional development framework and this is an exciting opportunity for someone to join our World Class School and develop as a teacher and a leader at an outstanding school

For further information about the school and this opportunity, including an option to visit the school, please visit our website <https://weatherheadhigh.co.uk/join-us/work-with-us/> where you will also find details of safer recruitment procedures and the relevant checks applicable.

Closing date 9th May 2022.

Bennett Memorial
Diocesan School



Deputy Headteacher

Salary: L20 - L24

We seek to appoint a Deputy Headteacher to join the leadership team of this large and growing Church of England school. This is a career defining and rare opportunity for an ambitious school leader who shares our approach and wants the professional growth that this school offers.

If appointed, you will exercise strategic leadership for all aspects of student welfare including safeguarding and behaviour in the school.

Central to our work as a school is the provision of a quality of education which is second-to-none. We are seeking applicants who recognize what this entails and are wholeheartedly committed to achieving this.

Closing date: 09.00 Tuesday 10th May

Shortlisting: 10th May

Interviews: 18th -19th May

new wave
federation

Music Teacher

Salary: Main Pay Scale
Contract: One Year Fixed Term



We are looking for a Music Teacher to join the New Wave Federation who;

- ◆ Is an excellent practitioner with a creative and innovative approach
- ◆ Is committed to the delivery of high quality teaching and learning in music
- ◆ Inspirational and dedicated to making a difference
- ◆ Possess excellent communication and interpersonal skills
- ◆ Is a good team player

We can offer you schools which are;

- ◆ Well-resourced and have high quality music provisions and resources
- ◆ Have friendly, dedicated staff with high expectations
- ◆ Have good opportunities for professional development
- ◆ Are outstanding and hold Apple Distinguished Schools Status
- ◆ Selected as an English Hub by the DFE

In all our schools we have a passion for high standards and want all our children to achieve their potential and be inspired to go beyond that. If you think you can help us on our quest for excellence then please come and join our happy and vibrant teams. The right person will be someone who is up to date with 21st century education through music, who can use new technologies and who is creative and resourceful. Previous applicants need not apply.

HOW TO APPLY: Application packs are available from the Federation Business Manager, Ms Alia Choudhry: achoudhry@newwavefederation.co.uk or 020 7254 1415.

Closing date: Friday 13th May 2022 at 12pm
Interview date: w/c Monday 23rd May 2022

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Weatherhead
High School

A high performing academy providing excellence for all

HEAD OF GEOGRAPHY

Required for September 2022

MPS – UPR & TLR 2b, £4,781

An exciting opportunity has arisen to appoint a well-qualified, committed and motivated teacher to lead this highly successful department. We have a track record of excellent academic results in GCSE & A Level courses with many of our students going on to study Geography and related subjects at University.

Weatherhead offers a comprehensive leadership and professional development framework and this is an exciting opportunity for someone to join our World Class School and develop as a teacher and a leader at an outstanding school.

For further information about the school and this opportunity, including an option to visit the school, please visit our website <https://weatherheadhigh.co.uk/join-us/work-with-us/> where you will also find details of safer recruitment procedures and the relevant checks applicable.

Closing date 13th May 2022.

HEADLINE PARTNER



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