

# SCHOOLS WEEK

A digital newspaper determined to get past the bluster and explain the facts.

Why do we need an institute of teaching?



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## ... Now unions threaten GCSE results delay as exam staff vote on strikes

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# SCHOOLS WEEK

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PAY ROW

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# Union threatens results delays as staff mull strikes

SAMANTHA BOOTH

@SAMANTHAJBOTH

EXCLUSIVE

Pupils across the country could face delays in receiving their exam results this summer, a union has claimed, as staff at England's largest exam board are balloted to strike over a pay dispute.

Unison and Unite unions are rejecting a three per cent pay increase, plus a £500 payment, for staff at AQA – claiming the charity is “failing its staff and pupils by holding down pay”.

Workers now have just days to accept the offer, or could face a “fire and rehire” scenario, Unison claims. New data this week showed inflation at 9.1 per cent, a 40-year high.

Unison said more than 160 AQA staff are now being balloted to strike at the height of the exam marking period this summer.

Lizanne Devonport, Unison north-west regional organiser, said AQA is “letting down not just its staff but pupils too, by holding down pay.”

“No one wants to cause disruption to students and teachers in the first summer back in exam halls since the pandemic, but the employees feel like they’ve been left with no choice.”

But AQA said “threats of disruption are nonsense” and “designed to needlessly frighten students and teachers”. The board has plans in place to ensure industrial action wouldn’t impact results day, a spokesperson said.

Many of the 160 staff are not involved in setting and marking exam papers, they added.

The threat of disruption follows two education unions – with a joint membership of over 750,000 – vowing to consult on strike action in autumn unless the government gives teachers inflation-busting pay rises.

Education secretary Nadhim Zahawi said a strike would be “unforgivable and unfair”.

AQA said its pay offer comes on top of additional incremental increases for staff not at the top of their pay grade, meaning the average rise is 5.6 per cent – their biggest pay increase for two decades.

But AQA staff say they have had below inflation pay rises of between one and two per cent in recent years.

Staff were told those who do not opt into the changes, which also include a new



pay framework, by June will face consultation meetings in July.

AQA told staff this month there could then be “two extremes” – allowing staff to remain on the current pay framework with a 1.67 per cent rise, or “dismiss and re-engage”.

The unions claim this is a “fire and rehire” process. AQA said it has not made any decisions about what to do with staff who choose not to opt into the new framework.

The two-week ballot for strike action closes next week. If staff vote ‘yes’, strike action would take place this summer.

Unite is also considering an industrial action ballot. The union would not say how many AQA staff were members.

One AQA worker, who wished to remain anonymous, told Schools Week staff are “in tears” about what to do, as they feel “very let down” with “no option but to accept”.

Another said: “Many of us have done our jobs for a long time and are dedicated to public service. Exam board employees work miracles silently in the background to ensure that results are issued on time year after year. But we’ve reached the point where enough is enough.”

Another accused the board of being “content to watch its loyal, long-serving employees fall further and

further behind on pay to the point where some of us are struggling to survive”.

Devonport called on AQA to “come back to the negotiating table, make a serious offer and stop threatening its dedicated staff”.

The charity saw its income drop by 28.9 per cent in the last financial year. Its net income before investment gains and losses was £2.9 million, down from £20 million in 2020. It equated to an operating margin of two per cent, a “considerable reduction” on the previous year.

While AQA’s charity funds decreased overall by £7.5 million, they still hold £112 million.

“Rather than using its cash reserves to help employees cope with the spiralling cost of living, it has provoked an unprecedented strike ballot,” Devonport added.

An AQA spokesperson said the pay rise was “affordable and higher than many organisations – so it’s disappointing we haven’t been able to reach an agreement with the unions, who don’t speak for the vast majority of our staff.”

They have “already made exceptional concessions” and “after already exhausting the dispute resolution process, arbitration would only delay things further”.

The exam board, which has 1,200 staff, provides 62 per cent of GCSE and 45 per cent of A-levels.



Nadhim Zahawi



PAY ROW

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# Low teacher pay offer bruises recruitment and retention

**TOM BELGER**  
@TOM\_BELGER

The government's plans to give teachers lower pay rises than the average UK worker are likely to "exacerbate" growing recruitment and retention problems, according to experts.

A study by the National Foundation for Educational Research found the Department for Education is likely to miss initial teacher training recruitment targets in shortage subjects over the next four years.

The think tank is urging the department to revise its proposed teacher pay awards, hike bursaries to as much as £30,000, give more staff retention bonuses and offer secondary teachers more than their primary peers.

The warning comes in spite of the Conservatives' manifesto pledge to boost starting salaries to £30,000, and a recently announced "levelling-up premium" for certain subjects and areas. The report is likely to heap further pressure on the government as unions threaten strike action if awards do not at least match inflation, now running at 9.1 per cent.

## DfE warned over recruitment targets

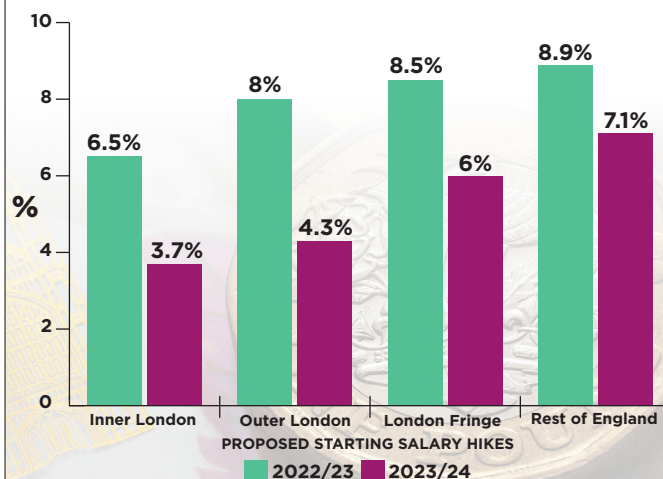
The sector is expected to recruit just 18 per cent of the target for physics trainees, 39 per cent of computing trainees and 82 per cent of chemistry teachers in 2023-24, although maths is expected to be 10 per cent above target.

Researchers said their analysis corroborated the significance for recruitment of teacher pay and the strength of the wider labour market. A 1 per cent rise in teachers' starting salaries, assuming no change to other graduate starting salaries, can boost ITT applications by 2 per cent, they found.

The study suggests the government's 8.9 per cent hike to starting salaries next year and retention bonus plans would have yielded a "steady improvement" in supply under the economic forecasts at the time the policy was set.

But the researchers say official forecasts for average UK employment and pay have improved since last October. "The latest forecasts have a negative impact on predicted teacher supply, as a healthier employment market outside teaching means greater

## Teacher starting salaries will rise slowest in London



competitiveness."

It says this also makes teacher pay less competitive, with a "negative impact" on retention. "The DfE pay proposals are likely to lead to very little improvement in recruitment against targets over time."

Jack Worth, a co-author of the report, said the proposals were "only likely to exacerbate the teacher supply challenges" re-emerging as the Covid boost faded.

New London teachers are also set to receive lower rises to their starting salaries, up 3.7 per cent in 2023-24 compared with 7.1 per cent in the rest of England.

But hiking new teachers' pay more than other staff will boost supply more than a uniform pay award, despite calls from the National Education Union for an "undifferentiated" rise.

## Plea to hike secondary pay more than primary

The NFER research, commissioned by the Gatsby Foundation, also found "little compelling evidence" early career payments and phased bursaries helped recruitment, although past studies suggested they boosted retention.

While researchers said specific bursaries and early career payments had

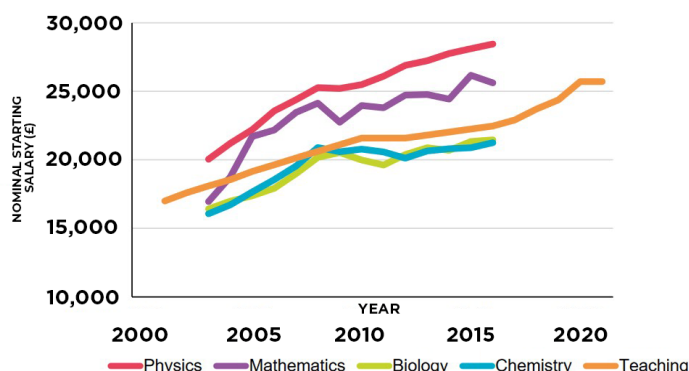
provided "some" remedy, the bursaries had "not been enough" to ensure sufficient supply. They noted science, technology, engineering and maths graduates had "relatively attractive" career options. Recommendations include a higher pay hike than proposed by the DfE as the labour market was "stronger than was thought when DfE pay proposals were developed". This should be "affordable for schools".

DfE proposals were estimated at a 3.9 per cent rise for the average teacher, versus average UK pay rises of 5.3 per cent, the NFER said.

Another plan is to boost shortage subject bursaries from £24,000 to £30,000, and expand the "levelling-up premium" retention payment to shortage subject teachers across England. Currently 42 per cent of secondaries are ineligible for any premium, with disadvantaged areas prioritised.

A further proposal is to split primary and secondary pay scales from 2024-25 to set lower rises for primary staff. Recruitment is stronger and pupil numbers falling in primary schools. In Finland secondary staff salaries are 15 per cent higher, but the NFER acknowledged this could be "complex" and pose "fairness issues".

## Science and maths graduate starting salaries versus teacher starting salaries



NEWS

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# Don't use compare website to compare schools, says DfE

**TOM BELGER**  
**@TOM\_BELGER**

The government will rebrand its school performance website to “reduce the emphasis on comparison” after school leaders decried the early return of league tables following Covid.

Key stage four and post-16 performance data will return this year, which the Department for Education said was an “important” measure to help parents and students choose schools and colleges. Publication of key stage 2 performance data will return next year.

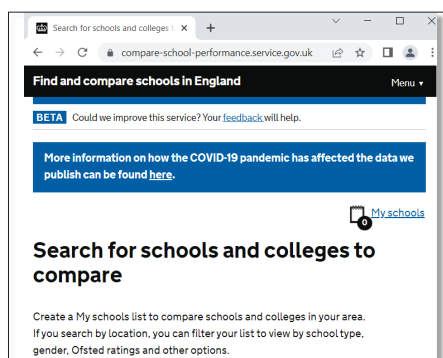
But officials have now advised those using secondary data not to compare schools without considering Covid's impact – and should ask leaders for this context.

The Association of School and College Leaders said earlier this year that members felt “thrown to the wolves” by the decision, given the Covid upheaval students faced and its impact on “careers and reputations”.

The DfE has always pledged to put messages alongside data to “advise caution drawing conclusions”, but has now set out how it will do so over the “coming months”.

- It will change the name of its “Compare School and College Performance” website to “reduce the emphasis on comparison between institutions”. It did not provide the new name.

- It will remove coloured bandings to “discourage simplistic conclusions”. Results are currently colour-coded through a traffic light-



style scheme, with “well below average” figures in red.

- Comparison tables for local authorities and all schools nationally will be removed. But the site will “continue to show local authority and national averages for each performance measure on the individual school or college page” – and national and local data will still be available to download. Schools Week asked the DfE for more detail.

- Data from 2018-19 and earlier will no longer be displayed on school pages, but it will remain at “the usual archive with a link on the website”.

A survey of ASCL's members earlier this year found 82.6 per cent disagreed with plans to resume key stage 4 performance tables. Some highlighted significant national variations in student and staff absence, as well as disadvantaged pupils being more negatively affected by Covid.

Geoff Barton, the association's general secretary, said any attempt to “reduce the potentially damaging impact” was a “step in the right direction”.

Type of school	Number of pupils at the end of key stage 2	% of pupils meeting expected standard	Progress score & description		
			Reading	Writing	Maths
Special school	12	0%	Well below average -21	Well below average -22.1	Well below average -21.8

But publishing the information at all was “hugely disappointing”, as the varied impact of Covid made for an “inherent flaw”.

It would still result in published data that “affects public perceptions”. He called for a further year's suspension to “allow some sort of return to normality”.

The DfE's update on 2021-2022 secondary accountability measures, published on Wednesday, said it recognised the “uneven impact” of Covid.

But the new measures would “advise caution when comparing a school's performance” with averages. It was “vital” parents and others talked to schools to “understand the broader context” and impact of Covid.

Users were urged not to draw “firm conclusions” and advised “strongly” against direct comparisons of schools without taking context into account. Meanwhile, Ofsted would be “sensitive in their use of this data” and it should not be used “in isolation” for staff performance management.

But the DfE said publishing data was key “for transparency and as a starting point” for choosing schools and colleges.

## Zahawi says English GCSE diversity ‘cultural vandalism’

The education secretary has accused an exam board of “cultural vandalism” after it removed the work of “two of our finest poets” to make its English GCSE more diverse.

OCR will add 15 new “diverse and exciting” poems to its English literature GCSE this September. Its anthology will now include poets of British-Somali and Ukrainian heritage – and one of the first black women in 19th century America to publish a novel.

Of the 15 added, 14 are poets of colour, OCR said. They also include disabled and LGBTQ+ voices.

But poems from John Keats, Wilfred Owen, Thomas Hardy and Philip Larkin have been removed to make room.

Nadhim Zahawi said yesterday: “Larkin and

Owen are two of our finest poets. Removing their work from the curriculum is cultural vandalism.

“Their work must be passed on to future generations – as it was to me. I will be speaking to the exam board to make this clear.”

Jill Duffy, OCR's chief executive, said yesterday it has an “inspiring set of poems that demonstrates our on-going commitment to greater diversity in the English literature that students engage with”.

But Zahawi said “As a teenager improving my grasp of the English language, Larkin's poems taught me so much about my new home.

“We must not deny future students

the chance to make a similarly powerful connection with a great British author, or miss out on the joy of knowing his work.”

From next year, OCR will also add more diversity to its English language and literature A-levels.

The board said the new texts were chosen with the help of Lit in Colour, an initiative launched by Penguin Random to push for a more diverse curriculum, and specialists in English teaching and diverse literature.

Judith Palmer, The Poetry Society's chief executive, said youngsters would “welcome the opportunity to study poems by some of the most striking new voices in contemporary poetry, alongside a refreshing selection of classic texts from diverse authors”.



## NEWS

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## Turnaround trust head: 'It's our mission to Mars'

TOM BELGER

@TOM\_BELGER

EXCLUSIVE

The head of a pilot government turnaround trust has compared its work to a "mission to Mars", using sports-style coaching and a bought-in curriculum to transform struggling schools.

Andrew Truby told *Schools Week* St Joseph Catholic Multi Academy Trust could provide a new rapid turnaround model, in his first interview since becoming chief executive in January.

The trust, founded by the Archdiocese of Liverpool and Dioceses of Shrewsbury and Chester, is part of a Department for Education pilot to boost church school academisation rates.

It is only the second DfE-launched turnaround trust for "higher risk" schools, after the Falcon Education Trust started in 2019.

Earlier this year, St Joseph welcomed four primaries and two secondaries in Merseyside and Halton, forced to academise after 'inadequate' judgments.

The aim is to find a home for "orphan" schools. *Schools Week* revealed earlier this year 28 "inadequate" schools had no sponsor six months after receiving academy orders.

A recent report argued new "backstop" trusts and better funding could resolve the issue, helping achieve the government's all-academy vision.

The DfE will evaluate the pilot after two years.

**'The hardest job in Britain'**

Truby said one leader called his role "the hardest job in Britain". He started as the only employee, not only facing tight timescales, but also lacking the typical trust building block of a strong school.

Some that joined had a "lot of underachievement", he said, while some staff were initially anti-academisation.

But the challenge – and a "blank canvas" – motivated the national leader of education and



Andrew Truby at St Nicholas's Catholic Primary Academy

former executive head of three Sheffield schools to apply.

It marked a unique opportunity – with £1.25 million DfE start-up funding – to build a "MAT from scratch", based on research. Truby jokingly compared it to "designing a Tesla".

"We thought – it's a mission to Mars, nobody's walked this path. But OK, this is what the evidence tells us, we'll put together the best possible plan."

Truby hired school improvement directors previously at Harris Federation and REAch2, working with heads on a three-year strategy that "might have taken other trusts six years".

Extensive partnerships include Ark Curriculum+'s materials, Read Write Inc, Ambition Institute, English and Maths hubs, and instructional coaching provision.

**'Just a little progress not enough'**

Truby said both Ark's curriculum and instructional coaching had solid evidence bases. UCL researcher Dr Sam Sims has called the latter the "best-evidenced form of professional development we have".

More common in sport, coach teachers offer colleagues more detailed suggestions and

practice runs than staff typically receive, Truby said.

He claimed St Joseph's "theory of change" was unusual in overhauling both curriculum and practice. He said many school improvement strategies prioritise one, and some trusts lack well-defined strategies – operating looser, gym-style trust membership where "you pay but don't have to go and exercise".

While cultural shifts involve overcoming a "pain barrier", Truby added: "We've got to turn the whole thing around quickly. And if we just make a little progress, children are always going to underachieve."

While seeking "alignment" on both curriculum and practice can be "contentious" among teachers, he said it saved them work and allowed the trust to guarantee to parents what children get.

**'Schools not leaving would be nice'**

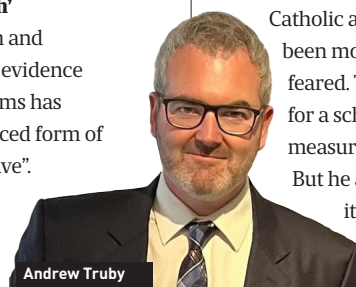
Truby acknowledged the model now had to prove itself. Once schools have been turned around, they will be moved out of the trust on to a more permanent home – rather than become internal "capacity givers".

"The challenge will always be capacity to onboard an unknown number of schools at pace, particularly with the white paper potentially increasing the pipeline."

But he added: "A nice problem would be schools not wanting to leave, and we wouldn't necessarily want them to."

James Forber, head of member school St Chad's Catholic and CofE Academy, said work had been more collaborative than he initially feared. The trust offered "clear direction" for a school "in and out of special measures" since 2014.

But he added: "If St Joseph is successful, it takes a brave person to disband it and put schools somewhere else."



Andrew Truby

TOM BELGER | @TOM\_BELGER

## DfE expands church trust pilot

The government has extended a pilot scheme to boost lagging academisation at church schools.

Three more dioceses now have funding to launch trusts, although sums have not been revealed. Six received grants last year, alongside the separate Catholic turnaround pilot.

New recipients include the Leeds Diocesan Learning Trust. The largest Church of England

diocese by pupil numbers, Leeds wants all its schools in its trusts.

The North Cotswold Schools Federation Multi-Academy Trust, part of the CofE Diocese of Gloucester, also joins the pilot. A spokesperson said it was "delighted" and preparing for launch.

Minutes show a regional schools commissioner approved four schools join North Cotswold, but ordered it to hire a chief

financial officer. RSC advisers "noted the absence of financial expertise" and discussed its "long-term viability".

The Diocese of Hallam is the third new trust, although *Schools Week* revealed its involvement in March.

Legal action recently forced the withdrawal of academy orders requested by the Catholic diocese without governor consent. But it vowed to continue consolidating schools in two trusts.

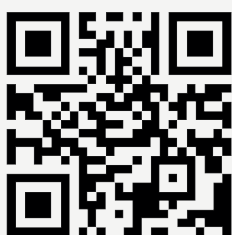


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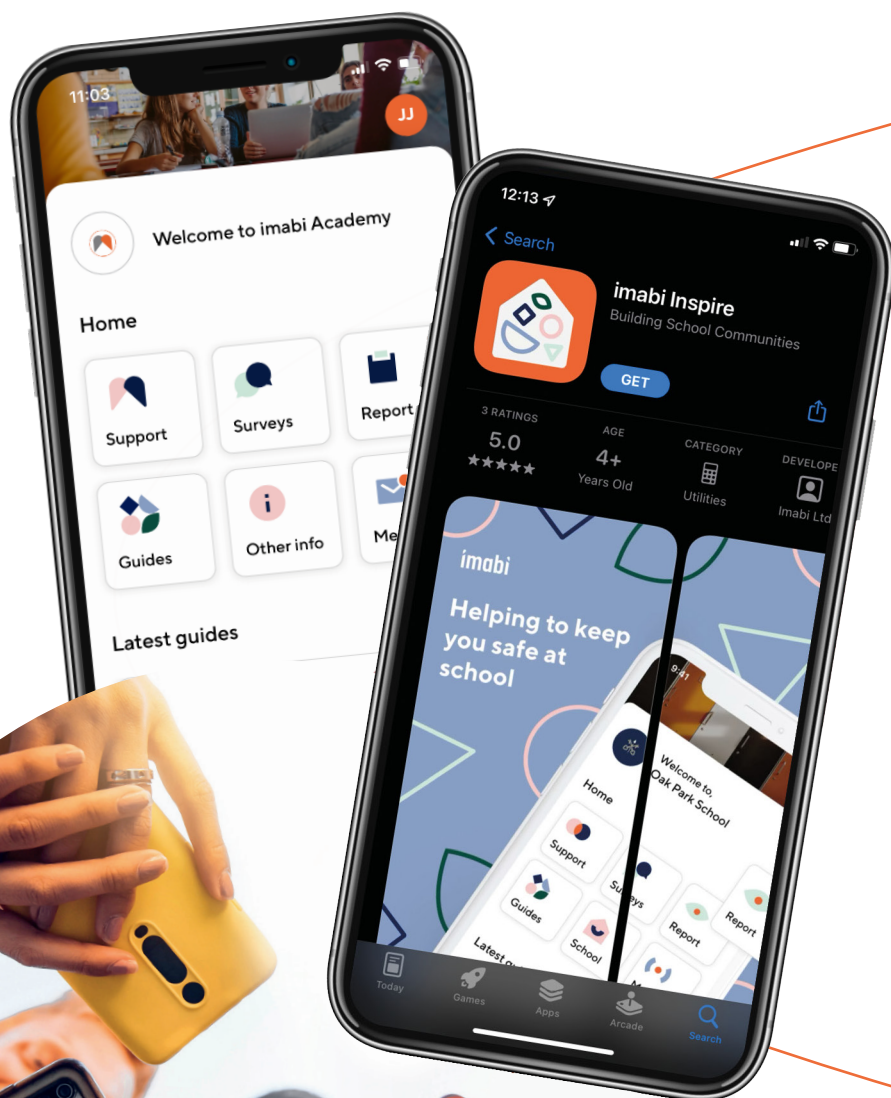
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## INVESTIGATION

# Why are our sick children forced to sit exams?

Parents say critically ill pupils should be eligible for teacher assessed grades. Instead they are told they must sit exams, often days after extended stays in hospital. Samantha Booth reports

**SAMANTHA BOOTH**  
@SAMANTHAJBOTH

Parents of critically ill teenagers who had to sit GCSEs days after major surgery or chemotherapy are demanding schools are allowed to give "tried and tested" teacher assessed grades (TAGs) instead.

*Schools Week* has spoken to three families whose year 11 children since March have developed life-threatening illnesses or been involved in devastating accidents.

All had to struggle through some exams - despite finishing their courses - as exam board guidance says pupils must complete some assessments to get a grade.

Reforms introduced by Michael Gove mean fewer subjects include coursework so are solely reliant on summer exams.

More than 170,000 people are now backing a petition calling for "fair" TAGs to be awarded to prevent sick teenagers being "penalised".

Parents say schools have the evidence they need as they have spent hours internally assessing pupils' abilities in case the pandemic forced exams to be cancelled.

Advisers to the exams regulator Ofqual also accept the system needs "more flexibility", but the government seems unwilling to budge.

## 'Hard work counts for nothing'

Grace Sanderson, 16, was diagnosed with acute myeloid leukaemia on March 11. Three days later she began chemotherapy, spent 16 days in intensive care and had only spent six nights at home when her exams began.

Her mum Emma was told Grace would have to complete an exam in most subjects to get a grade, or resit next summer. This is despite Grace completing most of her GCSE syllabuses at Northallerton High School and being predicted grade 7 and 8s.

The Joint Council for Qualifications (JCQ) special consideration guidance says for enhanced grading in "acceptable absences", 25 per cent of the total assessment must have been completed. Candidates must have



## "In hospital she should be concentrating on getting better, not sitting an exam"

been "fully prepared" and covered the whole course.

The pandemic also allows awarding bodies this year to give a grade if eligible candidates have completed assessment for at least one whole component in the specification.

Grace, who is still in and out of hospital, has managed to sit a paper in French and media studies. She was too unwell for the remaining subjects, all without coursework.

The Department for Education said pupils could take exams in hospitals. But Emma said this was "inappropriate". "She should be concentrating on getting better in hospital, not sitting an exam."

In a letter, the exam board AQA said if Grace wasn't well enough to take exams and hadn't completed one component per subject "we wouldn't be able to award her a result based on her homework and mock exam results". It could only award TAGs if exams were cancelled nationwide.

If offered to provide a "letter of recognition" to show what Grace was achieving before she

was unwell, but JCQ guidance said this had "no academic value".

"If this had been her last year with TAGs when exams were cancelled she would have been absolutely fine," Emma said. "So this is like a kick in the teeth and says hard work counts for nothing."

"We are not asking them to do anything that has not been tried and tested."

She launched the petition a month ago, which has so far been signed by more than 173,000 people.

## Schools 'incredibly frustrated'

On Good Friday, 16-year-old Hannah Harmsworth, from Reading, suffered a severe brain injury after she was accidentally hit on her head with a golf club.

She had surgery and was in an induced coma for 12 days, then in hospital for six days.

The Highdown School pupil was also only home for six days before exams began. She later had to have a large piece of skull removed after a serious infection, and sat an

## INVESTIGATION

exam five days later.

The resilient teenager has managed an exam in most subjects, but writing and processing thoughts take her longer.

Mum Laura said: "She's got a real strong sense of justice and rules and regulations. She couldn't understand why she wouldn't get TAGs when she's been doing the extra work [during the year]."

Andy Franks, her school's deputy headteacher, said the situation was "incredibly frustrating". "We've had two years of us being deferred responsibility and being trusted with the judgment to make decisions on children's grades. We've got explicit evidence that would've supported a CAG [centre-assessed grade] for Hannah."

Mollie Fay had emergency surgery after a perforated appendix two days into the exams, leaving more than 20 staples down her stomach. Doctors told mum Mandi if they'd waited any longer she could have died. She is still fighting infections.

The 16-year-old was able to sit an English and maths exam at her Nottinghamshire home. Her mum said she "couldn't concentrate as she hadn't been given her morphine, but she tried her hardest. It broke my heart."

While Grace and Hannah have been told they can stay on for A-levels, Mollie is awaiting a meeting with her college. She hopes to become a midwife.

Emma believes pupils in this position are facing discrimination as cancer is a disability under the Equality Act 2010.

Laura Berman, a partner at the law firm Stone King, said Grace could possibly challenge the boards and argue she was indirectly discriminated against or that there was a failure to make reasonable adjustments.

But indirect discrimination can be justified if it can be shown to be "a proportionate means of achieving legitimate aim". So the boards may argue there is no mechanism to allow TAGs this year as it was part of a temporary Covid framework and other adjustments have been made.

### 'More flexibility needed'

Professor Barnaby Lenon, a former Ofqual adviser, said bringing back coursework for each subject in case students fell ill was not "a good idea". In some subjects, such as maths, it had "little value".

But he supported the use of TAGs. "There is an argument for going further than that –



Grace Sanderson in intensive care after being taken off a ventilator



Mollie Fay in hospital after emergency surgery in May

## "We are not asking them to do anything that has not been tried and tested"

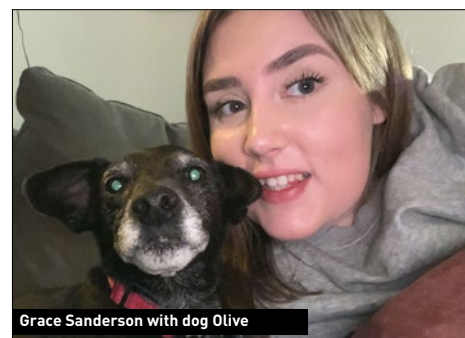
with proper training of teachers it would be possible for all exam candidates to be given an exam grade and a TAG, which the users of exam grades could take into account if they wished to."

Professor Jo-Anne Baird, who sits on Ofqual's standards advisory board, said more flexibility was needed as "more generally, society is demanding that assessments are designed to address the diverse needs of students".

"Where there is accountability pressure on teachers to deliver good grades, there are conflicts of interest for the professionals producing [teacher estimates]. This needs to be taken into account – those grades produced by teacher estimates could be taken out of the school performance tables, for example."

Geoff Barton, the general secretary of the school leaders' union ASCL, said that as schools banked grade evidence this year, TAGs were "certainly something that Ofqual could consider in the small number of cases where this situation applies, although it isn't straightforward to ensure comparability across two very different approaches to assessment."

"In the longer term, we do favour a reform



Grace Sanderson with dog Olive

of the exam system so that it is less reliant on end-of-course exams and utilises a greater range of assessment methods, including online assessment."

A JCQ spokesperson said it was "incredibly sympathetic" to students in these situations. "While there are guidelines that the exam boards must follow, they will always consider exceptional circumstances and deal with them on a case-by-case basis."

Ofqual said exam boards had a duty to make "reasonable adjustment" for disabled students. A Department for Education spokesperson added: "We recognise that GCSEs mark the end of years of hard work, and to be diagnosed with a serious illness so close to exams is an incredibly challenging and upsetting experience."



NEWS IN BRIEF

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# 'Patriotic' jubilee book printed in Italy

A free "patriotic" book sent to schools to mark the Queen's platinum jubilee was mostly printed abroad no UK company could produce the 4.5 million copies.

As first revealed by *Schools Week*, the Department for Education spent £12 million commissioning the "unique gift" to every primary school pupil.

British publisher DK was asked to ensure the book was "written with the aim of being inclusive, patriotic and 'speaking to all children' with regard to all regions of the UK". according to the contract.

But three of the four subcontracted printers were based in Italy. The fourth was in Glasgow.

A DK spokesperson said the "sheer size of the print run" made it impossible to find a UK company with the capacity to fulfil the entire order.

Naomi Smith, the chief executive of the internationalist campaign group Best for Britain, said it "underlines the interconnectedness that remains between the UK and European markets."

"This is a clear indication that a strong relationship with our closest trading partner is essential, even if it's just to deliver a dash of patriotism."

Caroline Derbyshire, the chair of the Headteachers Roundtable, said it was "pretty ironic", adding: "It shows how much we



depend on collaborating with our friends in Europe, even when we are celebrating our own traditions."

[Full story here](#)

## DfE wants £100,000 policy adviser

The Department for Education is offering up to £100,000 a year for a senior policy adviser to support Nadhim Zahawi's school reforms.

A job advert says the appointed person would "help to shape advice to ministers relating to schools' policy". This would include "drawing on data and evidence and using your own knowledge and experience of the sector to ensure policy and delivery risks are appropriately considered".

Candidates needed a "strong understanding" of the schools sector, it said.

"This could be gained through ... teaching or leading within a schools setting, working within a partner organisation, or on relevant research."

He or she would also be expected to sound out government policy with key sector leaders, and ensure their views were fed into its development.



The salary range is from £71,000, up to £100,000 for "outstanding candidates". It would be a two-year appointment, with potential flexibility to extend the term.

The frontrunner is likely to be David Thomas, who is currently filling the role until the end of this school year. He is on secondment from the Astrea Academy Trust, where he is regional director.

The ad says the post could be filled on a part-time or jobshare basis.

## United's COO moves on

The chief operating officer of United Learning – the country's largest academy trust – has been appointed to lead an independent school headteachers' association.

Dominic Norrish (pictured), also an adviser to the Department for Education on edtech, will join the Independent Association of Prep Schools (IAPS) as chief executive.

IAPS represents more than 670 private school headteachers in the UK and overseas. It accredits prep, junior and pre-prep schools with a "kitemark of quality" – with strict criteria for entry that includes teaching a broad curriculum and excellent standards of pastoral care.

Alongside 76 academies, United Learning runs 13 independent schools. A press release from IAPS said Norrish would "bring a wealth of experience of developing membership services to support school leadership and effectiveness, as well as detailed knowledge of the myriad challenges that face heads in running successful schools".

A United Learning spokesperson said Norrish had been "integral to everything we have achieved over the past nine years" and was an "excellent choice" to lead IAPS.

Norrish is a leading voice on edtech. United Learning ran the government's edtech demonstrator scheme to improve remote education.

He replaces Christopher King who retires from IAPS next summer.





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## EXPLAINER

## DfE's attendance crackdown: what you need to know

All schools are to be ordered to hold electronic attendance and admissions registers, with central government given access to the data.

Under absence crackdown plans announced on Friday, the Department for Education said it would replace the school census and other collections with a system that scrapes information from school registers. The move follows a trial launched earlier this year.

Councils and schools will also have a legal responsibility to "consider" fines for pupils absent for long periods and taking an unauthorised holiday, which will also set a maximum number of absence fines that can be issued before prosecution.

The proposals were trialled earlier this year alongside other changes to how attendance is managed.

The DfE has now launched a consultation on the rest of its proposals, with education secretary Nadhim Zahawi saying they will "improve consistency across the country and help tackle persistent absence".

## SCHOOLS MUST USE ELECTRONIC REGISTERS

The DfE launched a trial of a real-time attendance tracker in January in which data is scraped from school registers via management information system providers.

The department said "most schools have already signed up", and that it intends to use the data collection method to replace "existing statutory data returns to local authorities and DfE, including the school census".

To support this, it is proposing that all schools keep their admission and attendance records electronically, and to "improve their ability to analyse and share data and to improve the accuracy of recording".

## ACCESS TO DATA

Proposed changes also include giving local authority staff and central

government access to the data of all schools.

But it would "not be used to hold schools to account".

Local authority access "will be restricted to functions they have under the education acts, including the proposed new duty to seek to improve attendance currently making its way through Parliament".

The education secretary, or someone acting on his behalf, would also be allowed to "access and take extracts from registers electronically".

## SCHOOLS MUST REPORT LONG SICKNESS ABSENCE

Until the new system is completed schools must still make returns to councils, including telling them when pupils' names are added to or deleted from admissions registers, and the name and address of any pupil who fails to attend school regularly.

The government is also proposing that schools inform councils when it is "clear a pupil will be away from school for 15 school days or more, whether consecutively or cumulatively, because of sickness".

This is to "help local authorities fulfil their duties ... to arrange suitable education for pupils of compulsory school age who would not otherwise receive suitable education because of illness".

## FINES SOMETIMES MUST BE 'CONSIDERED'

The DfE wants to set national thresholds at which fines must be "considered", to replace the current system which leaves it up to councils and heads.

Ministers are proposing that penalty notices will be issued in the following circumstances:

- Ten unauthorised absences, including lateness, in a term (where support has not been successful, has not been engaged with, or is not appropriate)
- Any unauthorised holiday in term time
- Any unauthorised absences immediately after a leave of absence in term time

Continued on next page

## Poorer families 'most at risk of fine'

At least 250,000 children last term met proposed thresholds for fines under the government's attendance crackdown.

A Datalab study – based on information collected from 6,800 primary and 2,600 secondary schools – also found that poorer pupils or those with SEND were more likely to meet the criteria.

The government is proposing new thresholds that councils must consider before fining parents for their child's absence (see story above).

Datalab found about 410,000 pupils nationally missed ten or more sessions

because of unauthorised absence last term, with secondary pupils twice as likely to meet the criteria.

An unauthorised holiday meant about 200,000 missed at least one session. Another 64,000 pupils followed a leave of absence with an unauthorised absence.

Some pupils may have triggered more than one of the three proposed interventions – although intervention is only when "support has not been successful" – which led to Datalab's estimate of between 260,000 and 550,000 pupils meeting at least one of the criteria.

Pupils with SEND were more than twice as likely to meet the criteria, with disadvantaged pupils in secondary schools three times more likely.

Researchers Dave Bibby and Dave Thomson say this "suggests that it is poorer families at most risk of fines at a time when the cost of living is so high".

About 333,000 penalty notices were issued in the whole of 2018-19, the final full year before the pandemic.

But Datalab warned not all cases would lead to fines as schools are expected to work with families to avoid any interventions.

## EXPLAINER

- Any excluded pupil being in a public place without reasonable justification during the first five school days of an exclusion. The latter is already an offence, but these changes will mean councils having to consider fines for those caught.

### ONLY TWO FINES ALLOWED BEFORE PROSECUTION

A national limit of two fines issued to one parent for the same child in any school year has been proposed. After this is reached, "prosecution should be considered at the next offence".

### SHAKE-UP OF HOW ABSENCE IS RECORDED

The DfE wants to simplify how absences are recorded in registers, with a "single list of reasons" a pupil is attending or absent.

This would replace the system that records whether pupils are "present", "absent", "attending an approved educational activity" and "unable to attend due to exceptional circumstances".

New regulations will group together cases where pupils are attending the school, another school where they are registered, or are other places for "approved education", including learning remotely in "very limited circumstances".

Pupils will also be grouped if they are absent for permitted reasons. Those who are not will be recorded as "absent in other or unknown circumstances".

### NEW REMOTE EDUCATION RECORDS

At present pupils who are educated remotely cannot be recorded in attendance registers, with schools having to keep separate records on engagement.

But the DfE said that as remote education technology "develops", there "may be a need for this type of participation to be recorded".

The government proposes remote education be recorded as "attending any other place for approved remote education", but only where it meets a specific set of criteria.

Pupils could be recorded in this way if they cannot attend school because of a lack of transport, weather conditions, or if their school is partially or fully closed, for example.

### CHANGES FOR OLDER AND YOUNGER PUPILS, AND FOR COVID

Schools do not have to record why pupils of non-compulsory school age might be absent, or for Covid-related absences. The Covid category will end this school year.

The DfE is proposing schools record the same attendance and absence information for these pupils as for all other pupils.

This will "enable schools to better track the absence of pupils of non-compulsory school age to help improve attendance and help pupils into good attendance habits before compulsory school age and maintain them afterwards".

## Trust boss wants more attendance hubs

A government attendance adviser has urged the Department for Education to fund dozens more "attendance hubs".

Rob Tarn, the chief executive of the Northern Education Trust, was appointed to the DfE's "attendance action alliance" of expert advisers last year.

One trust school in a highly deprived area, North Shore Academy in Stockton-on-Tees, was also invited to do a DfE webinar last year, after achieving 93 per cent attendance.

This prompted Tarn to launch an "attendance hub" network pilot in May – which he now wants replicated nationwide.

"If you could bring schools together every month with similar challenges and communities, and all you did was share best practice as professionals who are peers and equals, maybe we'd start to get somewhere," he said at the recent Confederation of School Trusts conference.

Many hubs, conferences and programmes focused on behaviour, leadership and

outcomes, but there had never been "networking or partnerships" for attendance.

The trust received 250 requests to join, but it has capped numbers at 58. Tarn said its approach at North Shore was no "magic bullet" and might only work in areas with a similar demographic.

He hoped to help the DfE and other schools launch their own partnerships, with "30 partnerships of 50 schools each".

He has asked the DfE to fund a co-ordinator for any new hubs or "a few grand" for participating staff. His own staff have spent "hundreds of hours" building resources.

Michael Robson, an executive principal leading the pilot, said North Shore had five learning managers, an education welfare officer, an attendance officer, and a safeguarding and wellbeing officer.



Rob Tarn

Pupils who had "lost their way" spent half a term in a "personalised learning centre", studying the curriculum and doing a "social action project".

The school was "really clear" about "red line behaviours" that were not tolerated, although pupils

were offered support.

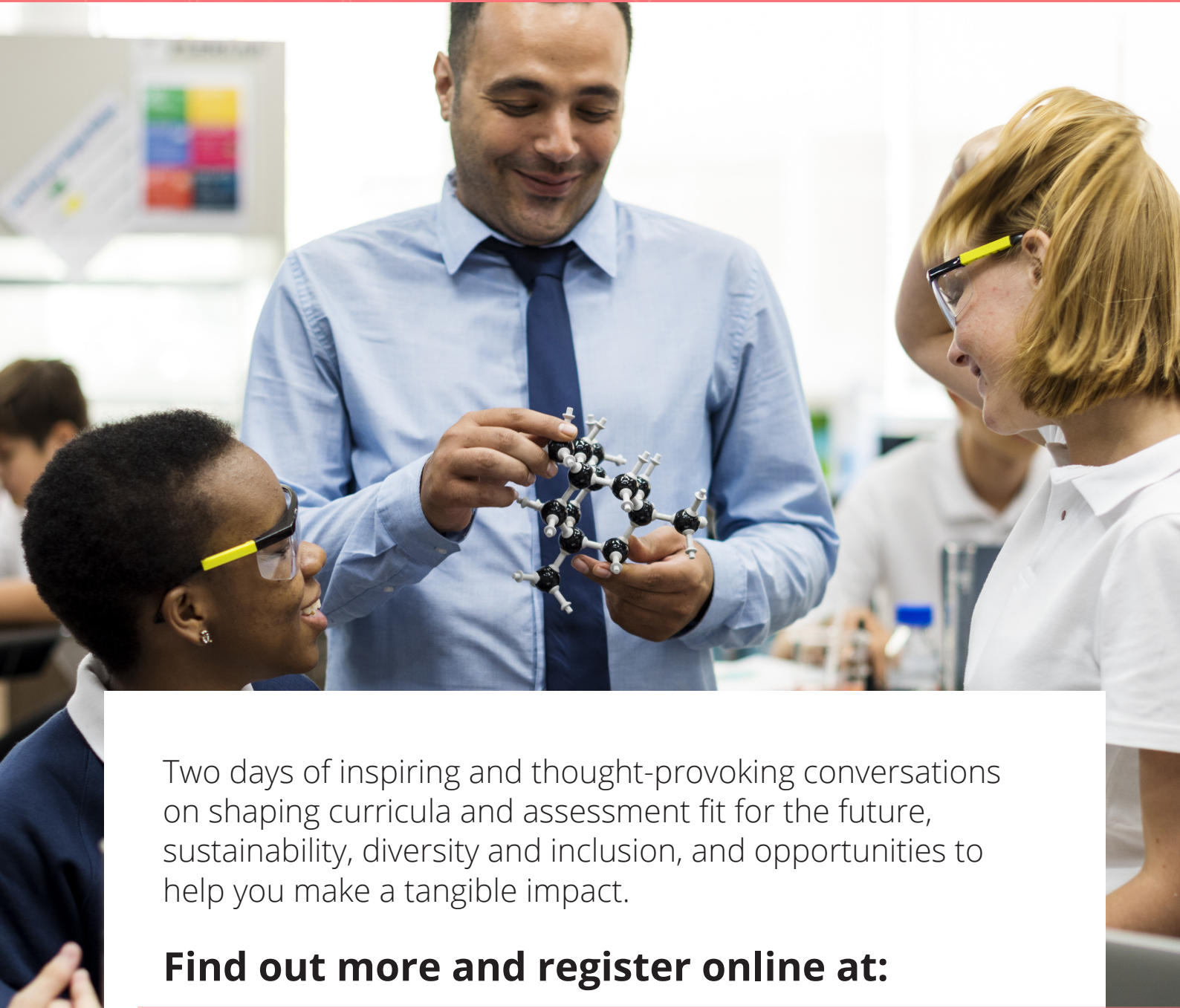
Tarn said "processes and protocol", an "obsessive" approach and a culture where pupils felt "safe, aspirant, successful and want to come to school" were key.

The hubs included attendance dashboards, vulnerable student registers, discussions at every leadership meeting, "attendance hero" certificates and daily staff visits to some homes.

Tarn said other trust schools subsidised the large pastoral team at North Shore.



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## NEWS

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# Institute hints at going global on training

TOM BELGER

@TOM\_BELGER

EXCLUSIVE

The National Institute of Teaching will consider delivering the government's new international training qualification once it has established it in England, one of its founding trust leaders has suggested.

*Schools Week* revealed in March that four large academy trusts had won the £121 million contract to become the country's flagship teacher training provider.

When fully up and running, the institute (NIoT) will be expected to train thousands of new, early-career and more experienced teachers at four hubs across the country.

'It doesn't have to stop at the English border' Martyn Oliver, the chief executive of Outwood Grange Academies Trust, has suggested its ambitions also include international teacher training.

He told *Schools Week* an "international element" was part of the trusts' NIoT bid.

However, the government's international qualified teacher status qualification (iQTS) is not part of its current agreement.

The iQTS was unveiled last year to help "export excellence in teacher training", with six partners already chosen to pilot it from September.

The qualification's framework is expected to closely mirror requirements for English initial teacher training (ITT), but providers are promised flexibility over delivery – including no limits on distance learning.

"Our priority is to make sure the English education system is the best served. But of course if you're going to deliver world-class education, then you need to look at what rest of world is doing," Oliver said.

"Equally, if you go down to the sense of being 'truly civic' – it doesn't mean it has to stop at the English border. Anything that we learn, so we need to learn from others and share with others."

Speaking at the Confederation of School Trust's annual conference last week, Oliver stressed it was only something "in the pipeline".

"It's not defined, and we need to see what that looks like." But he



Martyn Oliver

## NATIONAL INSTITUTE OF TEACHING



added it might form part of the programme in the future. "Ultimately we want to become self-sustaining anyway as an organisation."

The School-Led Development Trust, founded by OGAT, the Harris Federation, Star Academies and Oasis Community Learning, has government funding until 2028 under a £121 million contract.

### Institute will cause 'positive disruption'

Concerns around the institute have focused on where it will fit into the sector.

Dame Alison Peacock, the chief executive of the Chartered College of Teaching (CCT), welcomed the institute's "exciting" vision, but encouraged collaboration to ensure we "don't replicate things".

"You're not going to be able to shift the culture all by yourself overnight," she told the conference.

Oliver said the programmes would respond to the CCT's vision of teacher professionalism in a "symbiotic relationship".

But he noted there would be "an element of positive disruption to the system", and trust concerns over recruitment, retention and development "tells us it's required".

He told *Schools Week* that OGAT was finding it challenging to recruit computer science staff.

Trainee numbers nationally were "catastrophically low", and "the curriculum cannot be delivered unless we do something about it".

### Focus on 'hard-to-recruit' subjects

The NIoT's contract, published this week, shows it must prioritise "hard-to-recruit subjects". It will sign up at least 500 trainees in September next year, rising to 1,000 in 2024.

The institute is also required to have a "clear focus on schools serving disadvantaged areas and cohorts".

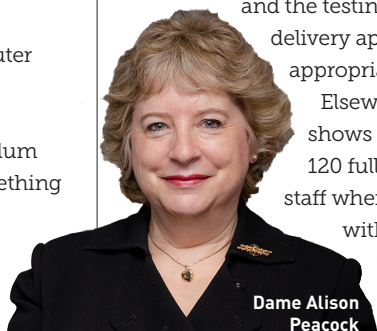
At least 22 per cent of early career teachers and their mentors must be from schools with at least 40 per cent of pupil premium students. At least 5 per cent of ITT trainees must also spend half their placement time at such schools.

And at least 65 per cent of early career teachers and NPQ participants must be at schools that are in a trust involved in the institute.

They will also be "encouraged" to work "with at least some schools that have no history or an inconsistent history of offering ITT placements".

The institute's remit includes "running trials on approaches to delivery. This could include applying learning from cognitive science or behavioural science to teacher development and the testing of cutting-edge delivery approaches, where appropriate."

Elsewhere, the contract shows there will be at least 120 full-time equivalent staff when at full capacity, with at least half in the north east and north west.



Dame Alison Peacock



# Opinion

DO YOU HAVE A STORY?  
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**From cold spots to gaps in research, Dan Moynihan sets out the reasons the school-led training provider came to be and the seismic shift it hopes to create**

When I was an NQT, my school promised me I would receive a full induction programme of a half-day per week to help me improve in my chosen vocation. It comprised an assistant head showing me how to take a register. That is all.

Thankfully, CPD has improved exponentially since then. But to many in the profession there is still a great deal that is lacking and could be improved. And that's why the Harris Federation has come together with three other leading school trusts to create the National Institute of Teaching (NioT). We share the view that, while there is already some great CPD out there, our profession deserves and requires a new approach. So the NioT will be research-led, evidence-based, with a national reach but regionally run, and with a central structure to ensure appropriate oversight and challenge.

Crucially, all of our provision, including at degree level, will be school-led. Teachers will learn from the best teaching practitioners in every phase.

Each of the four founding school trusts – Harris, Star Academies, Oasis Community Learning and Outwood Grange Academies Trust – will lead in one phase of CPD but will offer all phases in our own regional campuses. These will each work with a coalition of schools (from all sectors), teaching school hubs and delivery partners so that, together, we shape and support the training offered.

Our four trusts have formed a charity, the School-Led Development Trust to



SIR DAN MOYNIHAN

Chair, School-Led Development Trust, and chief executive, Harris Federation

## Why does the system need a National Institute of Teaching?

deliver this, working in partnership with schools and partners across the country. Our coalition comprises 12 associate colleges and 13 specialist partners and already reaches nearly 10,000 schools. This number will grow and our coverage widen once NioT is up and running from September.

But why does the system need

offering some or all of the 'golden thread' of professional development from initial teacher training through to national qualifications for executive leadership. Well, until now there has been no school-led organisation offering all of this with university status and degree-awarding powers. Likewise, there has been no organisation tasked with

“Teachers will learn from the best practitioners in every phase

a National Institute of Teaching? England already has a diverse range of high-quality teacher training provision, with university departments of education and schools

undertaking real-time research on what genuinely works.

A key focus for the institute will be delivering CPD in the 'cold spots' across the country where outcomes



for pupils are historically low and where schools find it hard to attract and retain the best teachers. By receiving high-quality national training at a local level through a broad coalition of expertise, no teacher should feel they are missing out on successful CPD, wherever they are in the country.

Working in historic cold spots must become a worthwhile opportunity for ambitious teachers and a meaningful step on the professional ladder without having to sacrifice access to the best CPD.

Simultaneously, the existence of the institute will make it easier for schools struggling to recruit in the 55 cold spots to employ specialist subject teachers rather than generalists, knowing they too will be able to access the best curriculum-based training.

While the institute's focus is on teacher training, its ultimate success will be judged on pupils' outcomes. Currently, the best-practice research that teachers in England rely on is based heavily on studies from the US. We need to build the datasets that allow us to learn more about the impact of different approaches to teacher development on the pupils in our schools. As a national body, NioT will do so. This will be a huge step towards ensuring that high-quality, school-led training benefits children across the country.

Thirty years ago, everyone knew that something needed to change in recruiting graduates into our profession, but little changed. It took the creation of Teach First to make that seismic difference. The National Institute of Teaching needs to deliver an equivalent step change and more. We are all determined that it will do so.

## NEWS

DO YOU HAVE A STORY?  
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# Most councils facing SEND deficit intervention

TOM BELGER

@TOM\_BELGER

More than half of councils now face Department for Education intervention to cut deficits in budgets for pupils with special educational needs and disabilities.

The DfE formally launched its "Delivering Better Value in SEND" programme today. It told 55 councils with substantial overspends they will receive support to make services "sustainable", as funding growth is set to slow and wider SEND reforms will "take time".

Officials and SEND financial and practice advisers will help the councils and their stakeholders "identify and address the key drivers" of deficits. The DfE will provide "project and change management capacity", and is partnering with the consultancy company Newton Europe and the Chartered Institute of Public Finance and Accountancy.

Tender documents last year showed the DfE advertising for 15 advisers as part of the £1.5 million programme, with plans to establish an index with a "value score" for each council.

The DfE has already said another 34 councils with larger deficits have or will receive "safety valve agreements", committing to significant savings in exchange for multimillion-pound bailouts. It stressed they were "not a cost-cutting exercise".

Almost 60 per cent of England's 152 local education authorities now face direct Whitehall involvement in deficit-cutting plans.

## Smaller funding hikes

The DfE acknowledged the system was "under pressure", but said its recent SEND review reforms would not "in themselves" tackle deficits and would take time. Resources "can and should" be used more effectively in the meantime.

In new guidance and recommendations for all councils on managing high-needs budgets, councils were also warned they faced "smaller" hikes to high-needs block allocations in 2023-24 and 2024-25 than in



the past three years.

They were told to assume a 5 per cent rise between 2022-23 and 2023-24, and 3 per cent beyond that.

Meanwhile, from next year dedicated school grant deficits will no longer be ring-fenced from wider finances, so councils will

have to show they can cover deficits "from their future available reserves".

The advice is based on research into ten councils said to be managing needs effectively - although their average spending has still jumped by almost a quarter since 2018.

## Support, budgets, training, to-do lists ...

### Recommendations include:

- Equipping mainstream schools to meet as many needs as possible through core provision, through training and specialist support services. Some best practice councils co-produce documents telling schools what to "ordinarily provide".
- Alternative provision and special school places should only be used "strategically".
- Making SEND and finance officers jointly accountable for managing high-needs budgets, and investing "properly" in SEND leadership.
- Reviewing joint commissioning to get "rebalanced" contributions from health and social care, with "many" council high-needs budgets funding health and care duties.
- Considering devolving resources to schools or school groups.
- Learning from case study councils' "culture of partnership" with parents and schools of all kinds, with "co-ownership" of deficit management with schools. Some, like Camden in north London, involved mainstream heads in working groups addressing issues.



# The View from SIMS Next Gen

Holly Westall

I'm Holly Westall and I'm privileged to lead a team with a real mission to improve the working lives of teachers and school leaders via a multi-million pound programme of technological innovation.

This is a big task. Overall, we're investing £40 million to ensure that schools have access to the very latest cloud-based software that sits alongside existing SIMS features. We're calling this continuous programme of customer-driven innovation SIMS Next Gen.

But to be clear, innovation does not mean disruption. That's why the building blocks of SIMS Next Gen will be laid out over time – a rapid, feature-rich deployment. As a result, schools get access to the latest and the best cloud innovation, while retaining flexibility. In short, this means SIMS 7 and SIMS Connected will run as normal while we ramp up SIMS Next Gen alongside.

Over the next few months, I'm looking forward to sharing the latest from our development teams as we create, refine and roll-out features that will make a tangible difference.

Our first slice of technology is *Take Register* for primary school teachers, which we've been

piloting in dozens of schools over the past few months. Through this process of validation, we've already made positive changes based on the feedback we've received. Cover teachers can now take registers when the regular teacher is absent; users can view notes against attendance marks; and we're working to ensure users can add and edit new notes, too. Our development teams are also making progress in adapting *Take Register* to make it suitable for secondary schools. You can find out more about *Take Register* at [ess-sims.co.uk/resources](https://www.ess-sims.co.uk/resources).

I'm also very pleased to report that another slice of SIMS Next Gen has recently gone into pilot mode. Teachers need quick and easy access to the contact details for parents and/or guardians of their learners. We've been developing our Learner Contacts functionality to do exactly that. Look out for an update on where we are with this in our next piece!

Research and insight are fundamental to what we're

doing with SIMS Next Gen and if you'd like to help us shape the future of MIS, please get in touch via the form on this page: <https://www.ess-sims.co.uk/nextgen>

I write this piece from the North Macedonian capital, Skopje, where I've been visiting some of our extended Product & Technology team. I'm back in the UK shortly and when I land, it's all systems go for the last few weeks of term as we look forward to the next school year and more exciting SIMS Next Gen updates.

Bye for now.

Holly



Holly Westall



**SIMS Next Gen**  
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of school MIS

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## NEWS

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## Holland Park parents say Ofsted 'abused its power'

TOM BELGER

@TOM\_BELGER

Parents at the former 'outstanding' Holland Park School in west London have threatened fresh legal action in their battle to stop it joining United Learning, accusing Ofsted of an "abuse of power".

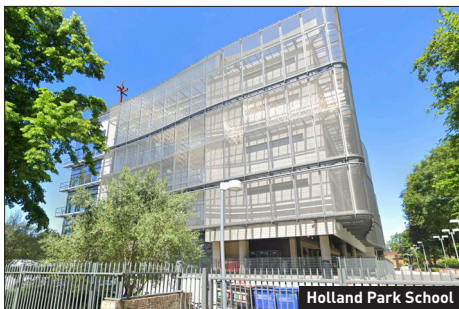
Schools Week revealed earlier this month that the high-profile standalone school, once dubbed the "socialist Eton" but recently embroiled in a bullying and discrimination scandal, had been rated 'inadequate'.

The Ofsted verdict raised questions about why some recently exposed failures had not been picked up in previous visits, including a 2020 no-notice inspection that was sparked by concerns about leadership and pupil development.

But the latest inspection has infuriated parent and staff campaigners opposed to governing body plans for the school to join England's biggest academy trust.

The HPS Parents Collective says Ofsted's visit this year "appears intended to drive through the school's conversion to a multi-academy trust".

The 'inadequate' rating moves the school's future



from governors "into the hands of the Department for Education", it says in a letter to the inspectorate.

This makes it an "improper purpose" for an inspection and an "abuse of power", parents allege, one of three grounds cited for a potential judicial review. Campaigners also demand a copy of correspondence with ministers.

But Ofsted's report says it was a routine inspection. Many 'outstanding' schools had faced visits since their exemption was lifted in 2020.

Campaigners also claim that the inspection did not follow fair process by allegedly not putting some criticisms to the school leadership.

They say too that the report's contents only merited downgrading to 'requires improvement', as the school had strong exam results and it was

"highly unusual" for schools to be downgraded from 'outstanding' to 'inadequate'.

The parents' group, which says it has about 350 members, has already filed for a judicial review against the plans to join United Learning. It is backed by the National Education Union, with both groups claiming the school's consultation was flawed.

The governors' plan to join United has been awaiting government sign-off. But ministers and regional schools commissioners have greater powers to determine the future of 'inadequate' schools, including determining which trust they join.

Inspectors criticised Holland Park for deteriorating pupil behaviour and for "cramming" five years' of content into three years to boost GCSE pass numbers.

Amanda Spielman, the chief inspector of schools, told MPs in 2019 that Ofsted has seen an increase in the number of legal challenges against its judgments.

But schools are often put off by the costs of taking Ofsted to court – which one trust estimated would be £100,000.

TOM BELGER | @TOM\_BELGER

## Covid decimates donations to academies (and that includes the Christmas fair)

Academies' income from donations plummeted by a third last year as fundraising efforts were ruined by the pandemic.

Schools Week analysis of Department for Education data shows they received £145.4 million in the past academic year in "donations and voluntary funds".

It marks a significant drop on the £163 million raised the previous year, and an even larger 32.2 per cent fall on pre-Covid levels in 2018-19 of £214.6 million.

The average academy raised £14,909 last year, compared with £24,348 two years earlier.

It comes in spite of rising academy numbers, and chimes with separate figures shared with Schools Week by Parentkind, which represents parent teacher association (PTA) fundraisers.

In data released to mark National PTA Week, the charity suggests that PTA income has almost halved on pre-pandemic levels. It estimates that associations raised £60.8

million for their schools in 2020-21, down from £79 million the previous year and £121 million the year before – a 48.2 per cent decline.

The average PTA reported making £4,367 less than usual in England, Wales and Northern Ireland.

Parentkind highlighted the cancellation of traditional fundraising events, with 56 per cent of members reporting virtual events were less successful than in-person events – despite efforts to innovate. Only one in ten said they had been more successful.

Ten per cent said the Christmas fair, typically the most successful annual event, had managed the same feat this year. Twenty-nine per cent said a raffle was their top earner.

Now the charity fears PTAs "face the risk of being impacted by the cost-of-living



John Jolly

increase, meaning that families and well-wishers will struggle to donate as much". But John Jolly, the charity's charity chief executive, said the £369 million PTAs had raised in three years remained "admirable", and falling income "hasn't been for want of trying". Fundraisers gave "almost two million hours' worth

of volunteering time" in 2021, which was more than in 2020. Official figures suggest income from donations and other voluntary funds fared far better in trust central teams than at academy level – increasing from £25.3 million to £34.5 million. The average central team also raised £12,998 in 2020-21, up from £8,792 in 2018-19. The rise could reflect growth in the size or number of trusts, and increased pooling of income or centralisation of fundraising.



## NEWS

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## DfE unveils new legal requirements on careers 'encounters'

FREDDIE WHITTAKER

@FCDWHITTAKER

Schools will be ordered to provide pupils with six "encounters" with further education and apprenticeship providers, or risk being hit with a legal direction from government.

The Department for Education has published a consultation, setting out greater detail on how new legal careers advice requirements will be enforced.

The skills and post-16 education act 2022, which passed into law in April, creates a new duty for schools to provide pupils with "at least six encounters with a provider of approved technical education qualifications or apprenticeships".

The act beefs up the so-called Baker clause, a 2018 amendment by former education secretary Lord Baker that required schools to give training providers access to pupils.

A 2019 study by IPPR found two-thirds of secondary schools were still flouting the Baker clause a year after it was introduced.

In new draft guidance, the DfE said although



Lord Baker

"progress has been made", there is "still more to do to ensure all pupils hear about the benefits of technical education qualifications and apprenticeships".

The new law states two of the "encounters" must be in school years 8 or 9, with another two in years 10 or 11. A further two must be offered in years 12 or 13. However, unlike the earlier encounters, sixth-formers will not have to attend.

Schools that fail to meet the new requirements will be subject to a "ladder of support and intervention", with a legal direction serving as the most severe form of punishment.

First, non-compliant schools will be given "targeted support and guidance", then asked to

review their careers provision. Such reviews could also be carried out by a careers hub or another school.

Schools still not compliant will be "strongly encouraged" to have an expert review or "independent quality assurance" of their careers provision, and will be supported to develop an improvement plan.

If a school still doesn't meet the requirements, a DfE official or minister will write reminding them of their duties and setting a date by which the school must comply to avoid "moving to formal intervention".

They will also order school leaders and governors to take part in "careers leader training", which may have to be funded out of the school's own budget.

If schools are still non-compliant after all this, the education secretary will issue a legal direction, requiring "appropriate remedial action to be taken". Such directions are enforceable by a court order.

Schools may also lose out on government careers funding.

The new law comes into effect next January, but schools will have until September to put their plans in place.

FREDDIE WHITTAKER | @FCDWHITTAKER

## 'Intolerant' Birmingham cleric banned from school roles

A cleric who promoted "offensive" and "inappropriate" views about women and gay people has been banned from running schools.

A prohibition notice for Waheed Alam, also known as Abu Khadeejah, prevents him from being involved in the running of any private school or from being a governor of a state school.

Alam was chair of directors of Redstone Educational Services Ltd, which owns and runs Redstone Educational Academy, a private school in Birmingham. Alam was previously chair of the governing body.

In its notice, the Department for Education said education secretary Nadhim Zahawi had found that Alam engaged in conduct that was "aimed at undermining the fundamental British value of individual liberty".

His conduct was "so inappropriate that, in the opinion of the secretary of state, it makes Mr Alam unsuitable to take part in the management of an independent school".



He produced "online sermons and articles between 2015 and 2019 which fail to show tolerance of, and respect for, the rights of others, and/or undermining fundamental British values".

This included "sermons and articles on homosexuality using emotive language to denigrate and demonise gay men in particular".

Ofsted rated Redstone Educational Academy 'inadequate' in 2019 and found it was not meeting the independent school standards.

Inspectors said pupils were not safe, boys and girls were illegally segregated by sex and that boys were "treated favourably and have more privileges".

The report stated that in March 2019 Alam "sermonised that women should not leave the home without the permission of their husband or father, and that the ways of western women are worse 'even than the beasts'".

He also equated "homosexuality with paedophilia and referring to both as 'unnatural temptations'".

Leaders did not have safeguards to "protect pupils from the known views of the proprietor". The report added Alam "does not deny holding these views", but believes they are "private" and separate from his role at the school.

Alam resigned as a director and controlling member of Redstone Educational Services Limited in July 2019.

A monitoring inspection of the school last year found it met all of the independent school standards that were checked.

Attempts were made to reach Alam for comment. The school was also approached for comment.

# EDITORIAL

DO YOU HAVE A STORY?  
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## League tables: there's no fair solution

The reintroduction of the publication of secondary school outcomes this year is a tricky issue.

The government itself all but admits the data it will publish is problematic. It is taking some pretty good steps, also, to try and get that message to parents.

The website's name will be changed so it doesn't encourage parents to compare school results to others.

Traffic light colour codes showing whether a school is behind, at, or above national averages will also be dropped.

Many school leaders say the solution is simple: just don't publish results this year.

But that would be letting down parents, too, who will be desperately searching for some information to inform decision around choosing which school their child should attend.

Yes, the data has flaws, but they will feel it is enough for a starting point when making such an important decision.

While encouraging parents to speak to schools about their results will cause more work, it will allow leaders to ensure that the story behind their results are heard by many.

## Union bashing comes back to bite

Teachers and other public servants have shown huge professionalism over the past few years, at the most challenging times. Their pay has fallen in real terms for years. The argument for a higher pay rise is strong.

But the demands by unions for inflation-matching pay rises will not be met by ministers. Even in the highly unlikely situation they were – schools would get no extra cash and would have to shoulder the rises, causing its own problems.

So how does this play out? Should a ballot be held, unions will have to get at least 50 per cent of members to back industrial action – a high threshold.

But after years of Covid, teachers feel incredibly let down by a government that – we now know – was preoccupied with partying.

What is desperately needed in such a situation is goodwill from both sides, that could be used to find some common ground and a solution moving forward.

As it is, after years of union bashing, there's no goodwill left. And it will be the children who lose out.

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# Profile

JESS STAUFENBERG | @STAUFENBERGJ



## 'We must be ready to hit the ground running at the next election'

Having become an MP in 1989, Lord Mike Watson has spent many years in frustrating opposition for the Labour Party. As he steps down as shadow education minister in the Lords, he offers words of advice for his successors

It's not often you sit in a grand, wood-panelled room in the heart of Westminster, and the Lord sitting opposite you says: "I started out as a communist, you know."

But that is where I find myself with the highly likeable Mike Watson, or Baron Watson of Invergowrie (which is his birthplace, a village on the east coast of Scotland). The shadow education minister for Labour in the House of Lords became an MP in 1989, was made a life peer by Tony Blair in 1997, and then got the education brief during Jeremy Corbyn's tenure, in 2015.

He has worked with five shadow education

secretaries, seen Labour education policies rise and fall, and has plenty to say on the current schools bill. In 2005, he was even briefly kicked out of the party for setting fire to some curtains in a hotel while under the influence of alcohol, meaning his Wikipedia entry has to be one of the most colourful around ("Watson is a British Labour Party politician and arsonist.") He tells me: "Both myself and the party have moved on, and I was very pleased to hold the education brief on the front bench in the Lords under two party leaders."

But after seven years working hard at the education brief, he's now stepping down and handing over to Baroness Jenny

Chapman, former MP for Darlington, to spend more time with his family.

It was at university, he says, that he was "hit between the eyes with student politics". He didn't come from an especially political household – his father worked for a clothes trading company and his mother was a teacher – but at Heriot-Watt University in Edinburgh he came across Marxist theory while studying economics.

"In those days, student politics was really alive in a way it's not now, and most weeks we'd be protesting the Vietnam war," he says. "The debates were really rigorous. It wasn't exactly preparation for real life, but it was a good preparation for debating in the



## Profile: Lord Watson



Lord Watson 1985

chambers."

But political reality soon hit home. He left university in 1974 and moved to Derbyshire to become a teacher with the Workers' Educational Association, delivering adult education.

"It gave working-class people who had day jobs the opportunity to get the education they perhaps hadn't got before," he says approvingly. He taught multiple subjects and remains involved in the all-party parliamentary group on adult education to this day.

It was at this point he also decided the Communist Party had "good polemic" but little chance of power, and so, inspired by some of the Labour Party's greatest figures, he switched to Labour.

Two of these influential figures were Scottish. Keir Hardie – a Lanarkshire man, like Watson – was one of the founders of the Labour Party in the late 19th century. Likewise, James Maxton was a Scot and former teacher who became a Glasgow MP in 1922 and was considered a powerful orator.

His other hero is democratic socialist Tony Benn. Watson grins as he recalls the story of Benn filling out a form including a section on education, under which he simply wrote: "Ongoing."

"These people were moving politics forward, and really improving people's lives," he says. "To me, that's the purpose, to be in power and be able to change people's lives."

More soberly, he adds: "That's why it's been so disappointing to me that for so much of my active political life, Labour has been out



Lord Watson at Action for Children mental health event

## "Student politics was really alive in my day in a way it's not now"

of power."

The party's election history is indeed sobering: out of 28 general elections since 1918, the Conservatives have won 19 and Labour just nine. Watson admits that currently he "despairs" at the large Conservative majority, with only one Labour MP in Scotland.

But he adds an important qualification: "I certainly think there's a very good chance there will be a Labour-led government after the next election." He's not opposed to an SNP coalition, arguing the threat of a referendum is not as imminent as some may think.

So under a Labour-led government, what would schools policy look like?

One constant Labour policy has been the 'National Education Service' offer, which pledged to invest more in early years, schools, further education and higher education. But Watson says since the 2019 election defeat "the NES has been lost".

"I was very supportive of the NES because of the joined-up nature of it. It was easy for voters to grasp, so when you ditch that overarching framework, it means you have

to explain the policies in a much longer way. I felt that was a very useful tool in getting the message across about cradle-to-grave access to education."

Instead, Labour's offer under Starmer is more about individual policies such as access to a musical instrument, digital skills and removing charitable status from private schools.

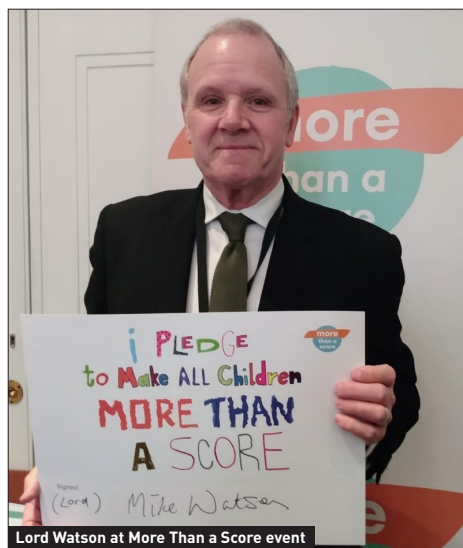
One positive is that a Labour-led government would bring back Sure Start centres, Watson continues. Since 2010, the Conservatives have closed one in three – but then last year £20 million was announced for a similar model called 'Family Hubs'.

"That offer is valuable, but there's not enough of them," frowns Watson. "Sure Start centres were usually within pram-pushing distance of home. If you've got to catch a bus, that's not going to work."

The other area he wants Labour to lead on is careers advice. Watson once started an apprenticeship in accountancy before quitting, and is frustrated "too many" schools aren't promoting them.

So although the Careers & Enterprise

# Profile: Lord Watson



Lord Watson at More Than A Score event

Company is "an organisation sometimes derided by some of my colleagues", Watson believes "they do a good job" on improving careers advice, including supporting the rollout of 'careers hubs' across schools.

(This emphasis on future careers was also top of Starmer's education speech in September, when he pledged two weeks' compulsory work experience and access to a careers adviser once a week.)

By contrast, Watson is unimpressed with what he calls the Department for Education's attempt in the schools bill to "centralise power" by encouraging more schools to become academies and overseeing them from Great Smith Street.

"Local authorities know the schools in their locality and know those that might need particular funding in disadvantaged areas. Now it's all going to be done from that building over there. All 24,000 schools? How are they going to take account of local factors?"

But he is fair-minded, and pulls out those aspects of the bill he thinks the government is getting right, such as the pledge to properly register home-schooled children.

This is the key role of being in the Lords – providing a critical eye on the legislation of the day. But interestingly, Watson reveals Labour members in the Commons and the Lords don't interact very much (the two houses even have different conventions: the politer Lords has 'content' and 'not content' votes, rather than 'ayes' and 'noes'). For instance it was Angela Smith, Labour's leader in the Lords, who handpicked Watson



Lord Watson with Eddie Floyd (far left), Ben E King (centre) and fellow soul-loving MPs, House of Commons terrace 1990

## "The lack of staff does hamper you when you're up against ministers"

for the education brief in 2015, not Jeremy Corbyn himself.

Only she and Roy Kennedy, the shadow chief whip, also sit on the shadow cabinet, providing "that direct link back" to Labour's top team, says Watson. Similarly, the Lords only has a soft power over the government, since ministers can ignore any amendments to bills. "But ministers will be told, 'the feeling in the Lords was strong on this, you might want to tweak that.'"

Instead the real problem within the Lords is the lack of staff, continues Watson. Shadow cabinet members might have one member of staff to research policy issues, but the Lords usually have none. "It does hamper you when you're up against ministers who have civil servants."

It means his key advice to Chapman, his replacement, is to "build relationships and contacts" with sector organisations and think tanks who can offer answers, including the Careers & Enterprise Company, education unions, children's rights groups and parent groups such as More Than A Score.

Watson concludes with similar advice for



Speaking at anti-EEC 1975



Labour Party conference Brighton 1977

Bridget Phillipson, the latest person to be shadow education secretary for his party. He points out the most impactful education secretaries such as David Blunkett and Michael Gove "spent three years preparing" for the role and could "take down a folder of policies ready to go" once in office. "It really helps to be prepared."

From the Communist Party to wearing gowns in the Lords, Watson clearly feels the education brief has been one of his most rewarding stints in politics.

"Education is just something we can all identify with. It has issues of importance and great interest to everyone," he says. "It's just a brilliant portfolio."



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# Opinion

DO YOU HAVE A STORY?  
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**Too much policy is focused on replicating rare rags-to-riches stories, says Loic Menzies, but there's plenty ministers can do to make more modest dreams achievable**

Speaking at Policy Exchange last week, the chair of the social mobility commission, Katharine Birbalsingh said we should "stop focusing on rags-to-riches stories" when thinking about social mobility. In many ways, she's right. Dick Whittington-style stories have dominated our attention for too long. We see that in our national obsession with so-called self-made billionaires, or poor kids defying the odds by getting into Oxbridge.

These stories dominate the headlines despite the fact that less than one per cent of young people go to Oxford or Cambridge each year. In effect, this means we're spending a great deal of our time worrying about fractions of one per cent, or the equivalent of maybe one child per year group. Meanwhile, eight children in every class are growing up in poverty.

The evidence is clear: growing up in poverty is bad for educational achievement. Children born into poverty find themselves running up a downwards escalator right from the start, while children of the best-off people in our society are on a fast track to the top from birth. It therefore makes sense to ask what's driving so many families into poverty, and the answer is just as clear: unaffordable housing and childcare, a brutal and broken benefits system, and the 21st-century plague of low-paid, unreliable work.

In her speech, Birbalsingh said we need to be "looking at how to improve opportunities for those at the bottom not just by making elite pathways for the few". She's certainly got a point.



LOIC  
MENZIES

Visiting fellow, Sheffield  
Institute of Education

## Social mobility: why Birbalsingh is right, and what to do about it

Of course we should care about breaking down barriers to Oxbridge and the elite. But in my research with young people and their families in disadvantaged communities, they've told me that what they want is a 'decent' life. They want the stability to plan for the future, a modest

million children growing up in poverty, those modest dreams have become pipe dreams for too many. It's no wonder people are angry and want change.

That change will require the government to mend a benefits system that leaves poorer children

“Modest dreams have become pipe dreams for too many

house and an annual family holiday. Unfortunately, right now, with four

running to keep up. That will involve ending the punitive two-child



limit on child benefit as well as the benefit cap. Society also needs to support families to give their child the best start in life. That means making a success of the government's new family centres, rebuilding the network of support around schools and making sure work pays - because at the moment, three-quarters of children growing up in poverty actually have a parent in work.

The government also needs to make levelling-up a reality. Research shows that young people often feel a deep emotional connection to the places in which they've grown up. They want to give something back, to support their family networks and to be part of their community. Many of them therefore want to go to a local university and get a local job but those opportunities don't always exist. So rather than endlessly attacking universities, the government should be supporting them to improve and expand their offer. And instead of talking down the work-from-home revolution, ministers should be unleashing remote working's potential to spread employment opportunities across the country.

All young people should be able to write their own life story. For some, that's about going from rags to riches, and fair play to them. We should continue the fight to dismantle the barriers that stand in the way of their big dreams. However, Birbalsingh is right to remind us that often what matters to people is something more modest.

It's therefore time we fixed the cracks in our system so that perfectly reasonable dreams come back within everyone's reach.



# Opinion

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**LUKE SPARKES**  
Deputy chief executive,  
Dixons Academy Trust

## From Netflix for CPD to supporting organisational change

**From internal communication tool to a Netflix for CPD, our OpenSource now promises to support leaders across the sector to implement change, writes Luke Sparkes**

Described by some as a Netflix for CPD, Dixons OpenSource videos were originally conceived to make sure all Dixons colleagues had access to the same thinking and learning that the trust share so regularly with visitors. At the time, 15 per cent of maintained secondary schools in England had visited one of our trust's schools but, as is so typical, it was often harder to facilitate in-trust visits. The idea of sharing our videos came from respected sector colleagues, who persuaded us that the OpenSource content could be of use beyond Dixons. So we did. And we made access completely free – a commitment we continue to honour. The result is a new platform that draws all the recorded content into a single, searchable location, and the response from the sector has been appreciative, not least because we have shown that we have learned from and responded to feedback.

Our premise from the start has always been that this is our work – take it if it helps, learn from it,

build upon it or, indeed, ignore it at will! For us, one of the highest performing trusts nationally, it is an opportunity to widen our trust's mission and impact beyond our own schools, beyond our geographical location, and to colleagues across the sector. Sharing in this way is core to our way of doing things and has proven particularly valuable

**“Why let geography limit the ability to be helpful?”**

in our growth into Liverpool and Manchester.

OpenSource codified Dixons' content into watchable, listenable bites – nothing as onerous as a podcast or as potentially distancing as a blog. Each episode offers quick, accessible, agile commentary through videos that can be strung together into coherent sequences but also have efficacy alone.

The growth of OpenSource has coincided (perhaps with hindsight unsurprisingly) with the trust's most challenging period of organisational growth. It became a way of communicating internally – to systemise key processes and explicitly define our academy transformation model.



But the why and what of OpenSource are not enough on their own to explain its success. That's also, and importantly, down the implementation of culture and principles the how. And because of our focused, rigorous, strategic organisational approach, so many school and trust leaders reached out to us seeking additional connection,

communication and resource over the past year and a half that we have built additional packages to meet need.

These new packages, Dixons Insight and Onsite, take OpenSource further by offering the opportunity for trusts and schools to get beyond the ideas themselves and into the granular work of how to implement cultural change in an organisation. They provide schools and trusts with access to support along the journey of organisational change, focused on precise implementation.

Dixons Insight provides access to interactive webinars, a suite of leadership resources and Q&A sessions on practice, culture, leadership and learning with our

organisational experts. With this offer, participants are supported to identify the implementation challenges in their organisation and the active ingredients to fix these, developing a clear plan to sustain progress through intentional design, ensuring everything is indelibly linked to mission.

Dixons Onsite takes participants beyond the screen altogether through a bespoke in-depth offer tailored to where schools or trusts are on their journey of organisational change. The package offers the opportunity to incubate key people, in person, in how to get implementation right, standing side-by-side with Dixons leaders throughout the process.

Through our online platform, organisations can join for free to view all of our weekly video content, access Dixons Insight, and enquire about Dixons Onsite. We make no profit from these new ventures. They are modestly priced to cover our costs.

We don't and have never thought of ourselves as better than others, but we celebrate that our work is in demand. After all, we are all in it for the students, so why let expansion and geography limit the ability to bring helpful, honest and supportive thinking to more trusts and schools?

# Opinion

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**RICHARD TAYLOR**  
Managing director, MediaTaylor

## Schools face a financial tsunami and another edtech revolution

**Our Covid response is likely to have left schools on the hook for the upkeep of expensive and soon-to-be-redundant technologies, writes Richard Taylor**

Way back in 2008 (the Pleistocene era of today's Internet 3.0), the Australian Labor Party began to deliver a policy it called the Digital Education Revolution (DER). Under up-and-coming then-education minister Julia Gillard, the DER had a budget of A\$2.4 billion over seven years to accelerate digital adoption. It did just that, but its model went on to almost bankrupt Australian state education systems, leaving them on the hook for supporting and replacing the nearly one million devices given to students and schools (at an estimated cost of A\$3 billion).

Fast-forward to the Covid crisis, and a similar revolution in our schools threatens to replicate Australia's debacle here. In 2020-21, the government provided 1.3 million mostly low-cost laptops for students, with another 600,000 due for delivery in 2022. But at almost twice Australia's DER, it's unclear whether policymakers, lobbyists and think tanks like the Education Endowment Foundation who pushed for it had

really thought it through.

Few education laptops last as long as five years, and the cost of maintaining them and keeping their software legal and safe can run into multiples of the actual device cost. Then there's the cost of keeping this number of devices available after the recovery programme (say, from 2023). With England's education

budget shrinking by around nine per cent and inflation running at as much as ten per cent, school budgets won't be able to fund replacement devices, software, services or security.

As just one example, albeit a massive one, Windows 11 requires a processor many Windows 10 machines don't have, and especially those of the more affordable kind (which represent the majority of devices found in schools, according to the DfE's own data). Microsoft says it will "continue to support at least one version of Windows 10" until mid-October 2025, but hasn't said which one.

In short, simply providing as many (let alone more) Windows-based



devices is a financial tsunami waiting to happen. Yet few, if any, schools are even thinking about this. It's on the radar of the larger MATs, but they are all hoping that the government and the DfE will shake the 'Treasury Tree' when the need arises. A nice idea but, with high inflation and a Teachers'

software will need to be replaced. This means school leadership teams need to invest time and effort in considering their options in what is a competitive market.

In short, though schools may feel they have just successfully navigated an edtech revolution, another is already drawing nearer. It will start to happen as soon as 2024, whether taxpayers, policymakers, school leaders or teachers welcome it or not.

There is of course some hope that cloud-based computing will present a final leap in the evolution of edtech, leaving only device wastage and software investment as ongoing costs of doing business in the world of digital education. But even that is far from negligible, and some way off for most schools.

Politics may be about which way the sheep are jumping today, but system leaders must start thinking more long-term about these challenges. Unfortunately, with its secretariat and therefore its agenda set by BESA, the education select committee is unlikely to be the vehicle for that. But unless someone does soon, it's likely to be too late to protect schools and taxpayers from the next, inevitable edtech revolution.

**“ Few if any schools are even thinking about this ”**

Pensions scheme that was unfunded to the tune of £481 billion last year and is due to be revalued in 2024-5, an unlikely outcome.

Schools are already holding back on buying new devices – or rethinking their strategies altogether. One school I know of is looking to reduce its bill from £300,000 to £25,000 in 2023-24 by converting all their machines to a system like Chrome, where most of the operating system is in the cloud and much less dependent on machine specifications.

But even this more financially sustainable way of doing things comes with costs, at least initially, as teachers and pupils will need time and training, and in some instances



# Opinion

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



## ABID BUTT

Principal, Lyndon School (part of the Summit Learning Trust)

### Diversifying curriculum is everyone's job now, not in 2024

**The DfE's planned model history curriculum is a welcome response to issues of racial representation, writes Abid Butt, but schools don't need to wait for it**

**A**s principal of a school in Solihull with a diverse student population, I'm proud of the work we have done to ensure we teach our young people about the history and experiences of the black, Asian and ethnic minority communities that make up our local area. But decolonising the curriculum can't be left to schools like ours. If we are going to create a new sense of post-colonial Britishness based on diversity and an analytical perspective of the past, then that work is just as relevant and important for students across the country, regardless of the make-up of their communities.

In the latest in what is becoming a trend of footballers setting the political agenda for schools, Birmingham native Troy Deeney has taken up the cause of pushing for reform of the history curriculum to make it more inclusive of black, Asian and minority ethnic experiences. I fully support his comments about the importance of ensuring children from all

backgrounds have a balanced and inclusive education about our past and how it has shaped society today, and I am glad that he has brought this issue to the forefront of educators' minds.

Slowly but surely, policymakers are heeding the message, and the Department for Education's model history curriculum, expected

**“Schools with more homogenous communities will also benefit**

in 2024, will hopefully support teachers to develop their own curriculum in this area.

But there's no need to wait. For us, it has been evident for some time that the status quo needed to change and we have already made great progress. We've added lessons on the Black Roman soldiers who were stationed at Hadrian's Wall and Black Tudors in our Elizabethan England unit. We examine the British Empire from a traditional point of view and then from a revisionist point of view. For example, our year 8 pupils learn about the debate surrounding what should happen to the statue of Cecil Rhodes at Oxford University.

Our students also learn about



several African kingdoms, and we then scrutinise the involvement of British people and companies in the slave trade. We cover the Jim Crow laws, the Louisiana literacy test, Emmett Till, Rosa Parks, MLK, and Malcolm X's visit to nearby Smethwick. We also delve into civil rights in the UK and talk about the

those who are different from them and to consider other narratives and perspectives. In fact, unless they do, then rather than heal our social divisions, they will only become more pronounced.

We can't afford that. Demographics don't stand still and the make-up of our communities will continue to evolve. That's why decolonisation is an ongoing project – an attitude towards curriculum rather than a one-off change.

Having adopted that attitude, we were ready to respond when we recently welcomed a significant cohort of Cantonese families from Hong Kong. We are already in the planning stages of a unit on the British Empire and Hong Kong for next term.

Some, faced with the prospect of inspection, may worry about drawn-out curriculum changes. But there can be no better evidence of intent, implementation and impact than delivering a well-thought-out, high-quality curriculum. This kind of ambitious work is precisely what Ofsted's framework allows and encourages.

Pupils can only benefit from a broader and more balanced curriculum, whether that's in Solihull or Suffolk.

# Opinion

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

**Digital technologies can improve the way we assess educational outcomes, writes Rachel Macfarlane, but we must go further than simply delivering exams online**

Ofqual has recently drawn attention to the outdated ways in which exams are delivered. Under its chief regulator, Jo Saxton, the organisation is asking why assessments are still generally taken with pen and paper in a world where so much is done digitally. It's a good question, but after a two-year pause on high-stakes assessments because of Covid, the immediate return to traditional exams has caused many to ask still more fundamental ones. Is our assessment system fair on learners? Is it relevant to today's economy? And importantly, does it help students get on?

A consensus is growing to the effect that digital technology has the potential to create new mechanisms for capturing progress and presenting it to future employers and training providers. That's welcome, but at the heart of this has to be a commitment to capturing more information about what young people achieve throughout their education.

That's why we've recently set out our new digital learner profile, which provides a workable alternative to the current inequitable situation. A profile has the power to recognise the full range of strengths of every young person.

The digital learner profile captures the competency of young people across a much broader range of strengths and achievements than our formal exams system can. And it stays with them for life, providing a much fuller picture of their capabilities.

The profile will capture what we think



RACHEL  
MACFARLANE

Director of education services,  
Herts for Learning

## We need a broad and balanced assessment system too

are the three core Cs of competence: creative thinking, collaboration, communication/oracy. In addition, it incorporates the building blocks of literacy, numeracy, digital skills and oracy which it presents in the form of formal qualifications (exam results) alongside other evidence of achievements, such as video evidence of team work, oral articulation of

### Making assessment relevant

There are similarities to previous attempts to reflect broader learning, such as the National Record of Achievement. After all, today's employers are not new in wanting to know about pupils' wider skills and dispositions. But the technology is now in place to make this happen in a much more sophisticated and focused

“We can bring agency and joy back to the profession

learning, personal projects and awards for drama, adventure and civic service. The profile will link to a portfolio of the young person's best work, providing real and robust evidence of what they can do.

way.

One in six employers (and the number is growing fast) currently don't look at qualifications at all when hiring people. And it's not just employers. Universities and



colleges also want more nuanced information to understand the challenges learners have faced and their context. Everyone who takes our pupils on after school wants to better understand their potential and what kind of person they are becoming.

In our current system, one-third of young people, often from disadvantaged backgrounds, are labelled failures. And even those who do well in exams leave school without a record that truly reflects the breadth of skills and attributes they possess.

In contrast, the learner profile provides evidence of achievement over the long term. It gives young people the chance to capture and report on their best work over their time at school. This is far more informative for employers than a snapshot of how they performed over a few days at the end.

### Empowering teachers

Teachers best understand the skills and knowledge the young people in their care are developing. But our current assessment system disempowers them from bringing the full magic of their subjects to life. Worse, it actively disincentivises schools from developing crucial lifelong skills.

By assessing better, we can bring agency and joy back to a profession struggling with workload and demotivation and improve our students' lot in school as well as beyond it.

So let's not end the assessment conversation at replicating our exams on laptop screens instead of on paper. Technology can deliver so much more. Our learner profile is still evolving, and we want to hear from others about how to improve it further, but the post-exam system genie is out of the bottle and it isn't going back in.





## BAMEed Network invites you to their annual conference 2022: Creating the future with everyone on board

**UNIVERSITY OF WOLVERHAMPTON | 2ND JULY 2022**

A dynamic knowledge-sharing and networking day curated by The BAMEed Network, for teachers, educators and leaders from all backgrounds, wishing to learn about and impact on race equity in our education system.

Join us for an uplifting day of interactive workshop sessions, powerful keynote speeches, exhibition stands and more at the University of Wolverhampton on 2nd July 2022



**KEYNOTE:**  
**Dr Halima Begum**  
The Runnymede Trust



### Workshops include:

- Developing racial literacy
- A national approach to anti-racism in education
- Teaching history: Cynefin and the story of diversity in Wales
- Anti-racist approaches to Initial Teacher Training
- Student voices and advocacy work in the East of England
- Leadership and Mentoring and the Humari Pehchan Project (Who Am I?)
- Gypsy, Roma and Traveller communities' voices
- Special Educational Needs and Disability awareness
- and more to be announced....



**BAmEed**  
Black, Asian & Minority Ethnic EDUCATORS  
Help us work towards  
an education sector  
that is reflective of society

Find out more and book your place here <https://bit.ly/BAMEED22>



# Reviews

## BOOK REVIEW



### Representation Matters – Becoming an anti-racist educator

**Author:** Aisha Thomas

**Publisher:** Bloomsbury

**Reviewer:** Audrey Pantelis, director, Elevation Coaching and Consulting Ltd

*Representation Matters* beautifully reflects the work that I and many others do in schools to champion diversity, equity and inclusion. Those looking for “a tick sheet of how to become inclusive” will be disappointed, but then – as we should all know after the death of George Floyd and the experience of the pandemic – anti-racism requires more heavy lifting than that. And with a consistent, clear and challenging voice that chimed deeply with me as a black, female educator, Aisha Thomas here provides the arguments and the tools to begin to do just that.

The power of this book lies in the simplicity of the framework Thomas utilises to develop anti-racist and inclusive practice. Her three headings, ‘Reflecting and reviewing’, ‘Listening and decentering’ and ‘Creating an action plan’ will enable readers to work systematically through a “process of transformation”, supported by the voices of external contributors with experience of doing this important work (not all of whom are non-white, which helps to make the case).

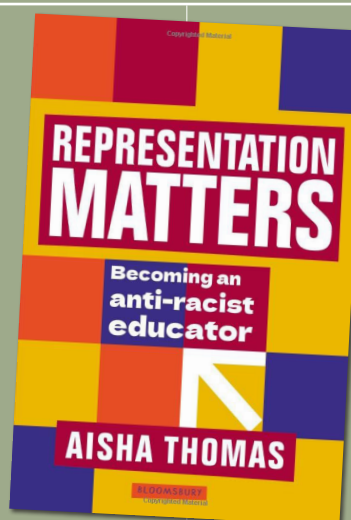
One of the biggest barriers to progress in diversity, equity and inclusion is the appropriate use of language. Fear of ‘getting it wrong’ runs deep in a profession whose stock in trade is being the expert in the room; but Thomas gives some clear guidelines on how to talk about race. Her explanations of often loaded terms such as ‘whiteness’ and ‘white privilege’ cut through the social media misinformation, providing much-needed and excellent

clarifications and resources.

Every chapter ends with a summary of its key learning points, a key question, further self-reflection questions and, most helpfully, discussion points for staff meetings presented in such a way as to propel positive motivation. These segments not only enable readers to start discussions, but most importantly to begin to turn theory into action. The key issues under the anti-racism banner are many and anti-racist thinking is constantly evolving. Thomas offers a good number of practical strategies to get out of the blocks.

For me, a key aspect of ensuring action is sustained is community engagement. As such, Thomas’s chapter in the ‘Creating an action plan’ section entitled ‘Parents and caregivers’ is of vital importance. Its discussion of how parents from a range of diverse backgrounds are key to enabling conversations of identity and purpose is on point, and a section on cultural appropriation versus cultural appreciation is especially helpful.

However, I was left with a couple of concerns after reading ‘Representation Matters’. We know that race is a social construct, and Thomas approaches this clearly from her own perspective. In my experience, trying to develop an anti-racist approach focused on representation alone can result in identities being pigeonholed and marginalised. By focusing on



group characteristics and membership to the exclusion of identity, we risk losing intersectionality, partially or fully. We all want to be recognised as unique and to live authentic lives, and anti-racism can’t be founded on institutions defining or relying on a set way that individuals’ identities should manifest themselves. Representation matters, but perhaps even more so identity.

Secondly, the term ‘anti-racist’ itself is complex. Simply opposing racism isn’t enough, and it requires more than just reading a book and answering its questions. Thomas’s provocations are very good to start the process of understanding how racism manifests in education – but any priorities that arise from these findings need to be addressed systematically to ensure lasting change. Each school has its own priorities that will inevitably feed into a review of its culture. In that sense, ‘becoming an anti-racist educator’ must be seen as an ongoing process – not an outcome of reading this book (or even a list of books).

In spite of these concerns, there is a great deal of strength in the consistent framework presented here and on putting the focus throughout on initiating action. After all, that is what will create the transformation we need and begin at last to change the status quo.



# Reviews



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

@MelHJane

## The SEND green paper – how can we move towards a more affirmatory conception of SEND and learning disability?

@bennewmark and @TomRees\_77

The much-anticipated SEND review published in March has elicited a wide range of reactions from parents and professionals. Currently under consultation, the document aims to give a summary of the current state of SEND provision and make proposals for how to improve it. Here, Ben Newmark and Tom Rees appraise the paper, and are broadly sympathetic to many of its conclusions and recommendations. However, the authors, who both have children in the SEND system, argue that it relies on a “deficit framing” that assumes a universal model of what success looks like.

The authors argue that the green paper “suggests if we intervene early, we can stop children developing SEND, or make their SEND less severe, and by doing so better equip them to compete in the meritocratic battle of life”. But this meritocratic battle doesn’t really serve anyone - even those without SEND. Newmark and Rees propose instead that we “value a wide range of human qualities” and embrace that not all

## TOP BLOGS of the week

learners (or human beings) are on the same path to the same kind of success.

I’m on board with everything in this blog, but I’d be more radical. They say, “We should be wary about burning things down in the hope something better will rise from the ashes”; that suggests the current system, with its “mystifying landscape full of cul-de-sacs and wrong turns”, isn’t already on fire.

### School attendance is not an outcome

@anitakntweets

The children’s commissioner, Dame Rachel de Souza, recently called for a “relentless focus on attendance” from school leaders, setting a target of 100 per cent attendance nationwide on the first day of the new school year. Here, Anita Kerwin-Nye’s response shows how this is an excellent example of what Newmark and Rees call “measuring everyone with the same ruler”.

Many schools already give out awards for 100 per cent attendance across a term or year. Kerwin-Nye argues that this approach is flawed: if we treat school attendance as an end in itself, we miss the fact that it is “just one input, that needs to be applied in context”. For many children, especially those with chronic illnesses and disabilities, it simply is not a realistic goal - so why aim for it?

Kerwin-Nye suggests that, rather than a “relentless focus on attendance”, we should focus on holistic outcomes for each child and work to find creative solutions including blended approaches and home learning. We should also avoid stigmatising parents who feel a home schooling option is best for their child, and “celebrate the alternatives and make the focus on the outcomes over the input”.

### Why we need to listen to youth voice

@SayWitYourChest

Continuing on the theme of being responsive to young people’s needs and wishes, this blog from the youth advocacy group Say It With Your Chest discusses portrayals and perceptions of young people in the media and wider society and their impact on young people’s participation in democracy and policymaking.

I was fascinated - but, on reflection, not especially surprised - to learn that the perception of young people among older generations is worse in the UK than in any other country in Europe. The post cites a study by the Intergenerational Foundation which found that “British youth were less likely to be viewed as ‘being friendly, competent, or having high moral standards’” by their older compatriots. Perhaps this explains why so much policy about young people, and especially about education, seems to be designed to address a perceived deficit.

A solution to this, the group argues, would be more young people’s voices in government and policymaking. As one year 10 student cited in the post puts it, “many of the rules that affect me right now are decided by others who are not in my shoes and do not grasp what it is like to be young. I think we should have more influence on these policies.”

Reading this, it’s hard to disagree.

# DANCE LIVE! THE SCHOOL & COLLEGE DANCE EVENT THAT IS TAKING THE COUNTRY BY STORM!

Following interest from schools and colleges across the country, annual dance competition Dance Live! is expanding across the south and to the north of England to deliver an exciting, inclusive and developmental experience for young people!

Formal registration is now open for events in Portsmouth, Guildford, High Wycombe, Eastbourne and Poole and expressions of interest are invited for a contest to take place in the north of England.

## What is Dance Live?

Brought to you by The Guildhall Trust, Dance Live! embraces the ever-evolving digital world and how this is changing the face of modern performance in a competition that sees young people compete with choreographed routines to the backdrop of a giant digital LED screen, showcasing a range of dance, performance and creative design skills and off-stage technical capability.

Dance Live! challenges schools and colleges to create a largely dance based, original and creative performance piece with a strong narrative which embraces and interacts with all aspects of digital content including the LED screen, giving young people the opportunity to experience and produce their own modern production.

More than just on-stage performance, Dance Live! encourages as many young people as possible to participate in off-stage roles from choreography, direction, music, costume and prop making to filming, graphic design and illustration, video production and lighting design. Teamwork is key!

## Why should you consider participating in Dance Live?

Aimed at students aged 7-18 in key stages 2-4 and Further Education, Dance Live! focuses on raising aspirations and developing skills for creative career choices and offers:

- A FREE workshop for every new School or College
- Experience of performing on a professional stage
- Opportunity to develop off-stage and technical skills



- The chance to develop friendships, teamwork and confidence
- Health & wellbeing benefits
- Improved attainment and aspiration levels
- Links to Ofsted and the Gatsby benchmark

*"Dance Live! is genuinely the MOST memorable day and our children have come away excited, inspired and full of enthusiasm for the creative arts"*

*"I saw children overcome barriers and come into school with a totally different outlook. They are now positive about being in school and want to share their experiences, when normally they wouldn't contribute in class"*

Over 4,000 young people participated in Dance Live! 2022 which is produced and managed by The Guildhall Trust as part of its wider Get Involved programme of activity to inspire careers in the creative industries.

Supported by Prospero Teaching, there are also a range of commercial and partnership opportunities available for businesses who wish to support young people through Dance Live!

## Want to know more?

Head to [www.dancelive.co.uk](http://www.dancelive.co.uk) for more information, to register for Dance Live! South or express your interest in Dance Live! North

## Contact the team directly:

[dancelive@portsmouthguildhall.org.uk](mailto:dancelive@portsmouthguildhall.org.uk)  
023 9387 0196

## Dance Live! 2023 South:

Formal registration is open until 11th July. If you are new to Dance Live! get in touch for an introductory meeting or to join our zoom seminar.

Heats will take place at Portsmouth Guildhall, The Lighthouse Poole, G Live Guildford, The Swan High Wycombe and Eastbourne Theatres in Feb-March 2023 with finals taking place in Portsmouth in April 2023.

## Dance Live! 2023 North:

Expressions of Interest are now invited before 18th July. Dance Live! will be heading to venues within travelling distance of Sheffield, Manchester, Liverpool, Leeds, Derby, Nottingham, Newcastle and Carlisle, depending on where there is most demand, with a completely new contest for Juniors and Seniors taking place in March-April 2023.

Express your interest now to receive more information and be invited to an introductory meeting or zoom seminar.



[www.dancelive.co.uk](http://www.dancelive.co.uk)



# Research



The Carnegie School of Education will regularly review a research development throughout the year. Contact @EducationLBU if you have a topic you'd like them to explore

## How can we judge the impact of coaching in schools?

**Rachel Lofthouse, professor of teacher education, Leeds Beckett University**

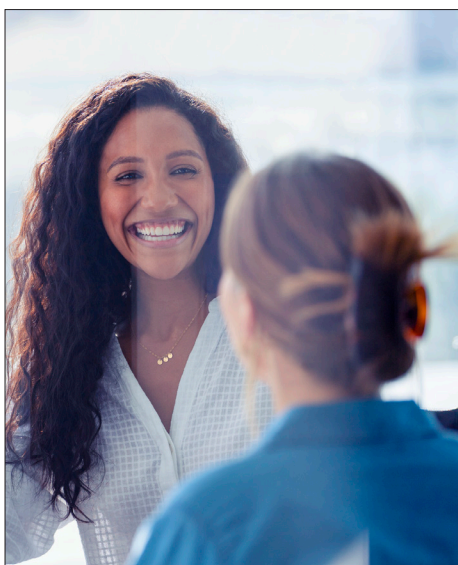
There is a bit of a buzz around coaching in schools in England. Teams, cohorts and educators seeking a wellbeing or development intervention will find a thriving market of freelancers offering a range of coaching approaches to support them. Among these, instructional coaching – adopted and adapted in some early career framework programmes with a host of accompanying software, templates and training – is perhaps the most visible current method.

I have researched and advocated for the development of coaching in schools ever since experiencing its potential first-hand when I was a teacher and coach over 20 years ago. I have developed resources and professional development masters provision focused on coaching. In short, I am a coaching enthusiast. And yet I remain cautious about its implementation and impact.

For a start, just defining what coaching is can cause confusion. Rather than one consistent approach, it's an umbrella term for a variety of models, some of which are named. Some use acronyms to highlight their focus on key dimensions (such as the GROW model), while others take a more generic focus (such as pedagogic coaching).

Beyond that, another feature that makes coaching a conundrum is how to recognise its impact. There are concerns about what can be measured, whether the practice has fidelity to the specified coaching model and whether we can justify the resources spent on it, to name just a few.

One problem with evaluating coaching is creating a situation in which it is isolated from other changes or interventions



that may also be impacting on the outcomes being sought. If the objective is to improve teaching quality, for example, then it is likely that coaching is being implemented at the same time as other CPD or alongside structural or curriculum changes. And even if we can maintain fidelity in the coaching method, how do we know that it is coaching that made the difference?

In research recently published in the *International Journal of Mentoring and Coaching in Education*, co-authored with Anthea Rose and Ruth Whiteside, I suggest using activity systems to help make sense of coaching efficacy.

In the activity system, the core 'object' of each coaching approach is driven by the 'subjects' (for example, the school leaders acting on policy drivers).

'Mediating artefacts' influence whether the object of coaching is achieved and indeed what other 'outcomes' occur through 'sense making'. All coaching occurs in a 'community' which has certain 'rules' and may create a characteristic 'division of labour'.

Coaches might use certain 'tools' such as frameworks of questions, video or coaching scripts which become instrumental and influential in the activity system. In instructional coaching in the ECF, for example, there may be a novice and expert dynamic and the coaching focus is being driven by the required content and training.

We illustrated the activity system analysis using three examples of coaching in education, which involved 51 schools in England. For each example, we had at least one year's worth of implementation and impact evidence gathered through interviews, questionnaires, focus groups and recordings of coaching. One case study was of headteacher coaching and two focused on enhancing pedagogy.

In each example, the specific coaching approaches adopted were research-informed and not simply imported but co-designed by coaches with school leaders, coachees and researchers. They evolved over time, and in each context. Using activity system analysis, the significance of these features was clear.

Coaching in education is a diverse and divergent practice rather than a monolithic one. To better understand the functions and efficacy of coaching in education, due attention needs to be paid to the purposes and elements of each approach.

Our research showed evidence of coaching leading to professional and personal formation, allowing the coachee to experience growth, development and self-efficacy.

So while it can produce ripple effects with the potential to impact more widely on educational settings and coachees' future professional roles, it's important to remember that it is, first and foremost, an individualised process. A strict definition may continue to elude us, but at heart its efficacy relies on it being reflective, interpersonal and, most importantly, based on sustained dialogue.



# Week in Westminster

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

### MONDAY

A flurry of updates this morning as the Department for Education published privacy notices explaining what personal data is collected by the government and how it is handled.

Its "personal information charter" was also updated to "meet legal requirements".

The changes come just the two years after a damning investigation by the information watchdog that found the department breached data protection laws in the way it handled pupil data.

Seems the DfE was following the sluggish lead of the Information Commissioner's Office, which often takes a year or more to respond to appeals against government departments refusing to share data under the Freedom of Information Act.

Tuesday:

The grammar school zombies have risen (again). *The Times* reported Downing Street is considering lifting the ban on grammar school, with Graham Brady MP said to be considering submitting an amendment to the Schools Bill.

God knows if it's just the limping-along-Johnson-government making some soothing noises to keep backbench MPs onside, but, either way, the DfE hasn't got the memo.

When asked by Baroness Chapman of Darlington in the Lords if new grammar schools are back on the cards, academies minister Baroness Barron had a sharp response: "I think the noble baroness has seen from the Schools Bill and from the schools white paper what our policy is in this matter."

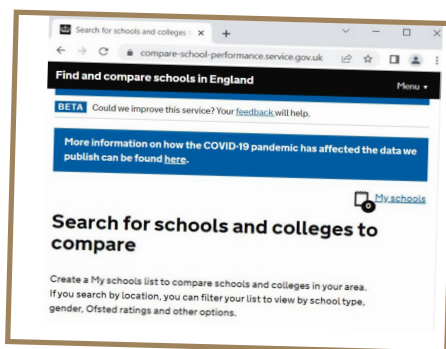
### WEDNESDAY

The National Education Union is a big believer in not using dodgy data (it's repeatedly called in the stats watchdog to take a look at some of the more questionable DfE claims on academies).

So surely some mistake in the union's press release today on threatening strike action over pay – which claimed inflation had hit 11.7 per cent.

This is based on the retail price index (RPI) measure, which the Office for National Statistics has described as a "very poor measure of inflation", discouraging its use and ditching it as a national statistic in 2013. The UK Statistics Authority has also recommended the government stop publishing it, with the measure "at times significantly overestimating inflation and at other times underestimating" it, according to its chair.

Meanwhile, the league table website encouraging users to compare how schools are performing will be renamed to something that doesn't encourage users to compare how schools are performing. That's an unenviable job: just one screenshot of half the home page (attached) shows the word compare is used four times.



### THURSDAY

Nadhim Zahawi made quite the explosive intervention today with tweets vowing action to sort out what he saw as a very serious matter.

The cost-of-living crisis squeezing families and school budgets? Teacher pay, or stumbling recruitment and retention rates? What about the continuing high absence rates of pupils and sick staff?

Err, none of the above. He kicked off at an exam board replacing a couple of poems of white men with more diverse texts. Good to know what the education secretary's priorities are!



\*\*\*

When is a bailout not a bailout? According to the DfE, it's when it says it isn't.

The department first announced a series of catchily titled "safety valve agreements" with a handful of cash-strapped councils last year. It promised them almost £100 million in exchange for reforms to cut spending on pupils with special educational needs and disabilities.

Nine more councils were promised £300 million, similarly conditional on reforms, earlier this year - and 20 more face similar deals. *Schools Week* of course reported these as the bailouts they are (Cambridge Dictionary definition: "the act of helping a person or organization that is in difficulty, usually by giving or giving or lending money").

But new guidance for councils today insists a spade is not a spade: "The programme is not a 'bail-out' – it requires genuine reform and improvement to services."







## STEPHENSON (MK) TRUST

**Stephenson (MK) Trust** is an organisation committed to supporting young people who are at risk of exclusion from mainstream secondary provision (Bridge Academy) and specialist secondary provision for students with Social Emotional and Mental Health needs (Stephenson Academy). We provide inclusive education for young people with a range of educational and social needs in order to maximise and improve their life chances.

**Bridge Academy** is a two campus Alternative Provision, part of Stephenson (MK) Trust where we are committed to building a strong foundation within our workforce in order to improve the life chances of each young person within our Academy. Our age range is 11-18 and we have an embedded induction programme and Initial Teacher Training scheme, as well as development within the Trust for support staff as well as teachers. Wellbeing is a high priority for us, for staff and students alike. In the autumn term we expect that Milton Keynes Primary Pupil Referral Unit will join the Trust and are currently in negotiation with the DfE around the academisation process.

**Stephenson Academy** currently provides education for students aged between 11 and 16 years. We are the local secondary SEN provision for students with social emotional and mental health needs. We pride ourselves on delivering a high quality curriculum, truly individualised to meet the needs of our students, ensuring successful outcomes for all. From September we will extend our age range to include children aged 9-11, the upper end of primary. We are currently finalising a £2m build programme with Milton Keynes Local Authority to facilitate this development, this will also lead to a significant increase in student numbers

### Business Manager

**Salary: £56,228 - £72,253 (FTE)**

**Monday to Friday, 52 weeks (term time plus weeks will also be considered)**

Stephenson (MK) Trust is a niche Trust focussing on alternative and special provision based solely within Milton Keynes. There are no plans to expand beyond the rapidly growing new city of Milton Keynes though we will be welcoming another small niche Academy into the Trust from the autumn term.

We are looking for an experienced and qualified Business Manager who will be member of the Trust's Senior Leadership Team. This role is to ensure the smooth running of all aspects of support to Stephenson (MK) Trust and its staff through strategic management of Finance, HR, Facilities, Catering and other support functions.

The Trust is heavily involved in cross Milton Keynes Partnership, working with the mainstream and special sectors. The Business Manager will also play a pivotal role in shaping the future success of the Trust.

**CVs will not be accepted** but an application pack can be found on our website: [www.stephensonmktrust.org.uk](http://www.stephensonmktrust.org.uk) or alternatively email [recruitment@stephensonmktrust.org.uk](mailto:recruitment@stephensonmktrust.org.uk)

If you would like further information about any of the positions advertised or would like to arrange to visit please contact Sarah Bridges on 01908 889414

Please note Qualification Certificates and Identification Documents are required at Interview

**Closing date for all applications: Midday on Friday 8 July 2022 with interviews to take place on Friday 15 July 2022**

*Stephenson (MK) Trust is an Equal Opportunities employer. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post*



## Head of Education Outcomes and Partnerships – Education, Inclusion and Achievement

£68,958 – £87,981pa

Permanent – Full time

The London Borough of Newham is a young, culturally diverse, vibrant and ambitious borough with a huge amount to offer. As a Council we put our residents at the heart of everything we do and we promote and embrace innovation and change. Newham is a dynamic and exciting place to work – it has recently seen an impressive investment in services for young people, and our strategy for school effectiveness is leading to sustained successes on our journey to being a centre of excellence for children and young people's services.

We are looking to expand our senior leadership team by appointing a new Head of Education Outcomes and

Partnerships. This role will provide effective and ambitious leadership across the directorate to ensure high quality, inclusive, education experiences for our children and young people. The role acts a senior officer for our education providers, ensuring that the requirements of the Education Inspection Framework (OFSTED) are met whilst overseeing legal duties and responsibilities and the monitoring of statutory functions, such as those required by the DfE.

This is a fantastic opportunity to shape effective, inclusive education for children and young people in Newham, creating a lasting legacy of sustained success.



## HEADTEACHER

The Kemnal Academies Trust (TKAT) and the Local Governing Body are delighted that you are considering applying for the post of Headteacher at Chichester High School. The vacancy follows the recent promotion of the current Headteacher to an Executive Headship and lead school improvement position across a growing Trust within Hampshire.

This is an exciting opportunity to lead a team of dedicated, professional staff on the next stage of the school's journey, with the full support of TKAT executives and a passionate Local Governing Body, aiming to build further on existing strong practice to rapidly increase student outcomes as well as providing a rich curriculum and wider learning experience to our students.

Please do take some time to read the accompanying details in this pack so that you are able to gain a glimpse of the school we are so proud of. In addition we strongly encourage you to explore the school's website and to arrange a visit to see our school in action! We are determined to appoint a Headteacher with the vision, passion, experience and drive to take Chichester High School to new heights, where it becomes the choice school in the area due to its excellence across all areas of education. The job description outlines our expectations along with the person specification which we hope you find useful if and when you apply. Candidates who are shortlisted will receive further information about the interview process.

We thank you again for your interest in this exciting opportunity and look forward to receiving your application.





**Tudor Grange  
Academies Trust**

## TGAT Primary Data Manager and Analyst

Tudor Grange Academies Trust is a family of academies with a shared ethos, common values, and collective goals. We are working together in a model of meaningful, focused collaboration to achieve excellence in our schools.

We are seeking an enthusiastic individual to join our Data Services team. We are looking for a new team member who will support our mission to improve the intelligent use of data within our primary academies. The successful applicant will be required to travel between academies and so you must have your own transport.

Applicants need to be highly numerate whilst being enthusiastic and positive. Experience working with Microsoft Office, particularly Excel, is a must. Some experience working with school MIS systems (our academies use Bromcom) would be ideal, although training can be provided for the right applicant.



The Omnia Learning Trust is recruiting for an exceptional primary practitioner to fill the role of **Director of Education** to lead on the Quality of Education and Standards across the Trust.

This is a part time role, working from home with regular visits to our schools in South West London and Oxfordshire.

As a Trust, and as individuals, we know that with excellent teaching and high aspirations, all our children can make excellent progress and exceed expectations. We need a Director of Education who knows precisely how schools can ensure this happens. For this role, you will need the interpersonal skills to confidently work with our CEO, Board of Trustees, and school Principals, providing robust support and challenge throughout the academic year. To apply, you must be passionate about children securing the building blocks for academic success and bullish about accepting excuses for underperformance.

[Click here to apply](#)



## HEAD OF SAFEGUARDING

FULL TIME, PERMANENT

SALARY: L7-L13 (£49,261- £57,000)

**Bradford Diocesan Academies Trust (BDAT) is a Bradford based Church of England Multi-Academy Trust.**

The Head of Safeguarding will create and foster a safeguarding culture across the Trust by being responsible for developing a strategy for implementing high quality safeguarding and pastoral provision across the Trust. This will include creating an environment in which all students are safe and well cared for so that they can realise their individual potential across both in and outside school.

The full information pack and application form please visit [Vacancies - Bradford Diocesan Academies Trust \(bdat-academies.org\)](https://vacancies-bradforddiocesanacademiestrust.bdat-academies.org)

Closing Date: 12.00pm, 13th July 2022

Interview Date: 19th July 2022

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