

# SCHOOLS WEEK

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

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What a Labour government means for schools



'Why do we have big schools where kids are anonymous?'



Climate anxiety: How to lower the temperature



'Our reforms will ensure quality and rigour in teacher development'



## School staffing crisis revealed



- Ministers to miss secondary teacher target by third ...
- ... and slashing bursaries worsened woeful recruitment
- Top providers snubbed as review shrinks training sector
- Heads fill gaps as support staff vacancies nearly double

Recruitment crisis four-page special



# SCHOOLS WEEK

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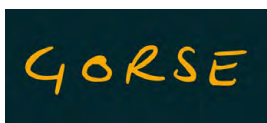
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# Labour needs bold vision to show schools that things can only get better

The Labour conference was understandably energised by the party's recent performance in opinion polls. Party activists and politicians are, for the first time in years, talking confidently about the prospect of a Labour government in 2024.

But what does this mean for schools? In short, we don't really know – apart from breakfasts in primary schools and a reformed apprenticeship levy (see page 13).

The atmosphere in Liverpool may have been more collegiate than it has been, suggesting the grassroots have reluctantly accepted the party's position on the thorny issue of academies.

But there is still no coherent plan for the school system.

Labour opposes forced academisation, but has also pledged not to "meddle" in well-performing trusts, suggesting the status quo will be maintained.

This approach may prove to be the least controversial and result in the least upheaval, but it will still leave the system in a mess.

The Conservatives will likely not complete their bid to tidy things up, and a Labour Party heading for government will need to have a credible plan.

We have begun to hear hints of what Starmer and Co will do. The party seems to favour

extending rules for maintained schools to academies, effectively rowing back the freedoms so beloved of the Conservative governments of the past 12 years (see page 12).

Shadow ministers also seem to view councils as the solution to the lack of a proper middle tier between government and schools. But, again, these plans are not concrete.

Labour must not be tempted to wait until its manifesto is published to outline firm proposals for schools.

The sector is on its knees. Our recruitment special this week (page 5 to 8) reveals just how much worse the crisis is set to become.

And the current government, rather than providing solutions, seems to have fanned the flames with its short-sighted decision to slash teacher training bursaries and shrink the number of training providers.

Recruitment is just one crisis engulfing schools. Leaders also need solutions to stretched budgets, unfunded pay rises and cost of living woes. There's the SEND system to sort out and waiting lists for mental health support to eradicate. We could go on.

The Labour party, if it wants to hit the ground running should it win the next election, needs bold answers to ensure the sector isn't failed again.

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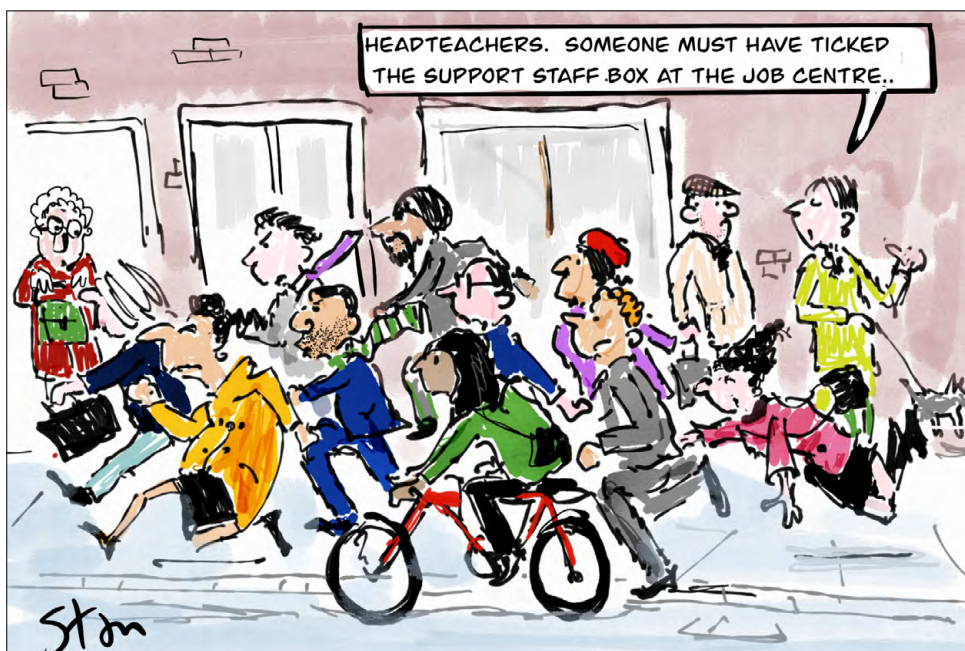


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## EXPLAINER: EXAMS

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## Exams 2023: 'Soft landing' and GCSE aids

SAMANTHA BOOTH

@SAMANTHAJBOTH

Next year's GCSE and A-level grades will return to pre-pandemic levels, albeit with a "soft landing" and exam aids allowed in some subjects.

In summer 2022 grades were set at a "midway" point between 2019 and 2021 after two years of teacher assessment and soaring top grades.

The government set out its plans for the exams this week. Here's what you need to know:

**'Soft landing' on grade drop**

Grades will go back to pre-pandemic standards. However, there will be "protection" for students impacted by Covid.

Senior examiners will use the grades achieved by previous cohorts, with prior attainment data, to inform their decisions about where to set grade boundaries.

This means, for example, a typical A-level student who would have achieved a grade A before the pandemic will be just as likely to get an A next summer, even if their performance is "a little weaker" than it would have been.

The protection is like those put in place for the first cohort taking reformed exams in 2017 in which pupils who might have performed poorly because they were the first to sit new exams were not disadvantaged.

Ofqual expects overall results next year will move "much closer" to pre-pandemic years.

The regulator does not expect any further adaptations to be used in vocational and technical qualifications.

**Exam aids for some GCSEs**

Advance information – which was used last academic year to help students target their revision – will not be available again. It has already been confirmed that optionality in some GCSE subjects will be removed.



But formulae and equation sheets should remain in GCSE mathematics, physics and combined science, the government said. A consultation has been launched.

Dr Jo Saxton, the chief regulator, said its 2023 plans were a "step further" towards normality, but still recognised Covid's impact by providing a "soft landing". Schools did not need "another big assessment experiment".

But pupils will face a big drop in grades next year. Just a third of the pandemic grade inflation was wiped out among top GCSE results this year, rather than the half that Ofqual aimed for.

Kit Malthouse, the education secretary, said the transition back to "pre-pandemic normality" was because pupils "expect fairness in exams and grading arrangements".

No plans have been published for 2023-24, but Saxton is hopeful full normality will return.

**Consultations to 'future-proof' exams**

A three-week consultation to "future-proof" exams is also underway. Although mass exam cancellation is "very unlikely", ministers recognise "good public policy means having contingency".

New draft guidance says schools should "guard against over-assessment" by using normal assessments, such as mocks, to collect enough evidence to show

a pupil's knowledge, understanding and skills, like last year. These should be in exam conditions, but could be classroom-based.

Saxton said teacher workload was "absolutely foremost in everyone's minds". A further consultation will be launched next summer on long-term contingency plans.

The Joint Council for Qualifications will consult on maintaining extra spacing between exams next summer. This was brought in during Covid, but Ofqual said schools liked it and it reduced the chance of students missing exams through illness.

A third consultation will propose removing the expectation pupils engage with unfamiliar and abstract material, such as unfamiliar vocabulary, in modern foreign language GCSEs from next year on.

**Pre-pandemic standards for predicted grades**

Ofqual said it could be "challenging for teachers to predict grades accurately at the best of times".

It expected predicted grades this year to be "much closer" to those in pre-pandemic years. Predicted grades last year were at their highest level.

The regulator recommended teachers use "the familiar pre-pandemic standard as the basis for predicting their students' grades".

"That familiarity will make it easier for teachers to generate predictions for their students that are aspirational but achievable, in line with UCAS guidance," it said.



Dr Jo Saxton



ANALYSIS: RECRUITMENT

# Ministers' bursary cuts bruise teacher recruitment

AMY WALKER  
@AMYRWALKER

EXCLUSIVE

Secondary subjects with the largest reduction in teaching bursaries attracted the fewest trainees in this year's "grim" recruitment drive, new analysis shows.

The findings suggest the decision by ministers to slash bursaries after the short-lived recruitment boom during the first year of Covid is now "compounding" challenges.

Ministers are likely to miss their secondary trainee teacher target for next year by a third, the ninth time in the past ten years that targets have been missed.

John Howson, the chair of the teacher vacancy site TeachVac, said it was "grim news".

Figures from the National Foundation for Educational Research (NFER) show a strong correlation between subjects with the largest falls in recruits and the biggest drop in bursaries.

Jack Worth, the NFER's schools workforce lead, said cutting bursaries in 2020 after the Covid surge "made some sense" to "discourage over-recruitment" and save money.

"However, lower bursaries are now compounding the very challenging recruitment situation due to the wider labour market recovery."

There was a 67 per cent drop in placed applicants in biology this month compared with September 2019 (falling from 1,900 to 635 recruits).

The subject also had the biggest bursary cut for trainees with a 2:1 degree, falling from £26,000 in 2019 to £10,000 this year.

Geography, which had the second largest fall in placed applicants (52 per cent), had the joint-third biggest drop in bursary funding (£26,000 to £15,000).

The bursary for English, where the number of applicants dropped 42 per cent from 2,770 in 2019 to 1,597 this year, fell from £15,000 to zero over the same period.

However, applicants for chemistry mostly held up. It had a drop of just £2,000 on its £26,000 bursary of 2019.



Jack Worth



Worth said bursaries were an "effective short-term measure for increasing recruitment. We recommend government increases them to boost recruitment in the face of increasing supply challenges, particularly in subjects such as English and biology."

Research suggests a bursary increase of £1,000 is associated with about a 3 per cent increase in recruitment. However, the reverse is also true.

Government data showed just 12,646 applicants were recruited as of Monday to start secondary teacher training courses next year.

Teach First was not included in the figures. But assuming the provider recruits the same proportion of trainees as last year, it means

ministers will miss their target of 20,945 secondary recruits by a third.

Schools Week analysis has included candidates with confirmed or conditional places, those who had received an offer but not responded and those still awaiting decisions, meaning the figures represent a best-case scenario.

Worth said it was "very hard to overstate how dreadfully bad" the numbers are.

The already gloomy outlook has worsened since August when a Schools Week analysis suggested the target would be missed by a quarter.

The drop appears to have been driven by more unsuccessful applications.

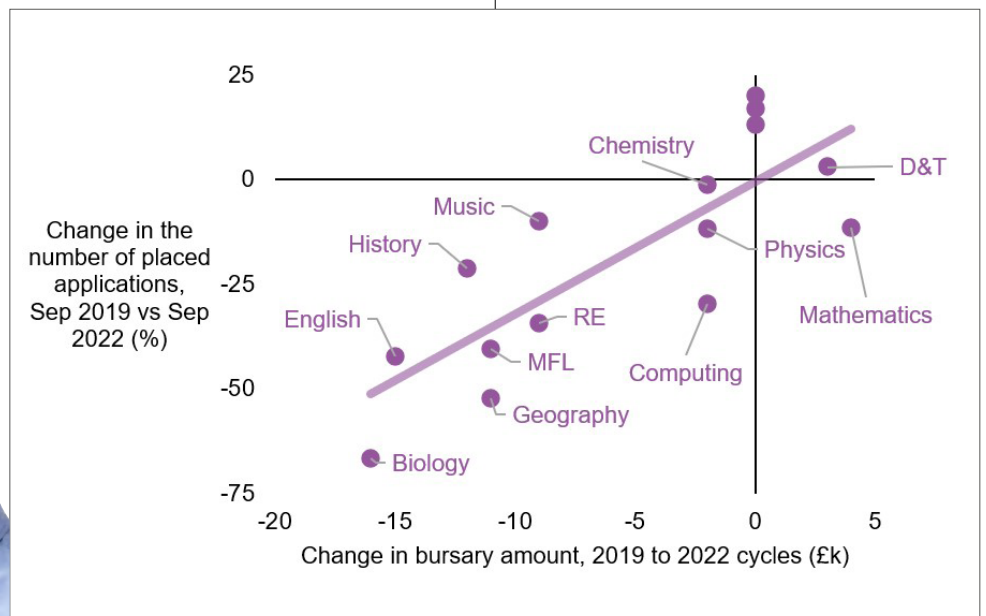
While there were 43,949 unsuccessful secondary ITT applicants as of August 15, the figure had jumped to 47,602 as of last week.

Howson suggests the disparity could be down to a "tidying up of unresolved applications by providers", particularly where staff were on holiday during the summer.

The statistics include applicants who registered through the government's "Apply for teacher training" service, the main route for ITT courses in England.

Applicants who have applied directly through their provider are not included in the data.

A DfE spokesperson said a record number of teachers are employed, with starting salaries to rise to £30,000 and "world-class training and development" for teachers.





ANALYSIS: RECRUITMENT

DO YOU HAVE A STORY?  
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# Teacher trainer numbers slump after review

FREDDIE WHITTAKER  
@FCDWHITTAKER



Teacher trainers responsible for more than 5,000 trainees face having to merge with others or close after a controversial government review.

A third of school-based initial teacher trainers (SCITTs) and one in seven universities that provided teacher training before the review either failed to gain accreditation or chose not to apply.

The National Association of School-Based Initial Teacher Trainers (NASBTT) said 27 SCITTs failed to get through either of the two accreditation rounds held this year, while 31 did not put themselves forward.

This represents about 36 per cent of the SCITTs operating in England before the review. Eighty per cent of those who applied were successful.

In total, 179 providers gained re-accreditation after being made to reapply. These include 104 of 162 existing SCITTs, 59 of 69 higher education institutions and 17 new entrants to the market.

About 240 providers operated last year, meaning the review will result in a total reduction of about 25 per cent.

But ministers don't intend to run a third accreditation round before 2024, something they had kept up their sleeve. This comes despite woeful recruitment for trainee teachers next year.

However, the government said it was "considering how and when prospective providers could apply for accreditation after that date".

### Top-rated SCITT and elite university not on list

Notably absent from the list is Durham University, which is part of the Russell Group, and the North East Partnership SCITT, one of only six providers given a coveted 'outstanding' rating under Ofsted's tough new inspection framework.

Durham said it "remains committed to teacher education of the highest quality", and was "disappointed at this outcome". The university plans to challenge the outcome.

All other Russell Group members, and the five other recently 'outstanding'-rated institutions got through.

This includes the

University of Nottingham, which controversially did not make it through in the first round.

But e-Qualitas, a large SCITT which was rated 'inadequate' for its primary and secondary provision in February, made the grade, as did 'requires improvement'-rated providers Birmingham City University, Canterbury Christ Church University and the Mid Somerset Consortium.

The NASBTT warned that 5,106 places were "potentially lost" – although the body said this was based on trainee numbers for 2021-22, a "bumper year" for recruitment.

However, the organisation said it knew of 12 providers which did not apply that had joined partnerships with accredited organisations, something the government is counting on to ensure there aren't gaps in provision across England.

### Fears of 'cold spots' across England

The government has urged accredited providers to "consider partnering with unsuccessful applicants to grow strong provider families across England".

"This will strengthen the quality of training and ensure continuity of sufficiency, while allowing us to retain the invaluable local connections, experience and expertise that experienced, but now unaccredited providers, bring to the ITT sector."

But Emma Hollis, the association's chief executive, said the "bigger picture for teacher recruitment is that some regions, and some subjects, will be disproportionately impacted unless a well thought out strategic response is now developed".

She pointed to an "added risk that providers who have not been accredited during this process may withdraw from the market" next year, rather than wait until they are barred from training in 2024-25.

"This is all happening at a time where we are entering a period of economic uncertainty – and history shows that during periods of economic difficulty there is generally a boom in applications for teacher training, meaning we need experienced, established providers to support this demand," she said.

Jonathan Gullis, the schools minister, said the accredited providers "show the array of outstanding training provision for aspiring teachers we have in this country, matching our ambition to have high standards to support trainee teachers".

"I want to thank those who engaged in and supported our accreditation process for their insight and work in helping shape these vital reforms, and their ongoing contribution to improving outcomes for our children."

### Places sufficiency group set up:

- Nabil Ali (chair), DfE
- Liz Bennington, DfE
- Emma Hollis, NASBTT
- James Noble-Rogers, UCET
- Richard Gill, Teaching School Hubs Council
- Ian Bauckham, Tenax Schools Trust
- Dr Sam Twiselton, Sheffield Hallam University
- Helen Matthews, Senior HMI, Ofsted



Emma Hollis

[Click her to read the full list of approved providers](#)





## INVESTIGATION: RECRUITMENT

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# Schools struggling to find the support they need

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EXCLUSIVE

School support staff vacancies have almost doubled since before the pandemic, new analysis suggests, with heads unable to fill roles forced to open up their own schools and send home vulnerable pupils.

The study of school and college job pages shows support roles were mentioned an additional 14,200 times in 2021-22, compared to pre-pandemic 2018-19.

At one school, children with complex needs had to be sent home because staff members were unable to accommodate one-to-one support. Some headteachers have also been forced to take up caretaker duties such as opening up the school in the morning.

## Surge in vacancies across all roles

SchoolDash analysed job advert boards from 5,238 secondary schools and sixth-form colleges over the past four academic years. Among 13 different types of school support staff roles found, 85 per cent were from secondaries.

Mentions of pastoral managers on job boards grew by a staggering 244 per cent since 2018-19.

This was followed by sports coaches (146 per cent), admin assistants (108 per cent), caretakers and cleaners (107 per cent) and cover supervisors (102 per cent).

Meanwhile, mentions of teaching assistants rose by 89 per cent but the actual numbers were vast – with 7,300 mentions in 2021-22.

A snapshot of listed roles on September 14 shows 606 teaching assistant positions, up from 375 on the same day in 2018 – a 62 per cent rise.

## Deprived schools likely to be worst hit

While the SchoolDash data looked at just secondary schools, the impact could be even greater among primaries.

Research from the Education Policy Institute shows two-thirds of teaching assistants work in primaries. Schools with more poorer pupils also spend the most on teaching assistants.

Headteacher Alan Brown has been opening and closing the school gates and carrying out safety checks at Oldfield Primary School in Chester after being unable to replace his newly-retired site manager.

Just two applicants applied for the job when it was posted back in July. One of those was offered



the job, but he decided the salary would not cover relocation costs.

“We even considered offering additional overtime to make it more attractive for them, but it still wasn’t enough,” said Brown.

The school is now advertising again. In the meantime, it is Brown’s responsibility to clear fallen leaves from the playground this autumn.

## ‘Staff don’t have to be very good’

Jamie Barry, head at Yew Tree Primary School in Walsall, West Midlands, has three supply teaching assistants from recruitment agencies.

He “didn’t have problems” with filling non-teaching roles before Covid-19.

But job vacancies have risen to a record high in 2022, figures from the Office for National Statistics show. Public sector wages have fallen behind private sector wages in real terms.

According to the GMB Union, the median hourly wage for teaching assistants in 2021 was £10.46, while the basic hourly wage at Aldi is now £10.50.

Meanwhile, unions have already warned that a council offer of a £1,925 pay rise for support staff this academic year won’t go far enough.

“We do still get some people applying for jobs, but I’ve never seen such poor-quality applications,” said Barry. “Because there’s so many vacancies, to be quite blunt about it, they don’t have to actually be very good.”

## ‘Good lord, how am I going to recruit?’

Out in the Cumbrian sticks, Moresby Primary School recently lost its senior admin assistant to a better paid job that offered remote working.

When she applied to the role at Moresby, she was one of 30 applicants, said headteacher Ross Peacock. When it was readvertised this summer, they received just three applications.

“Last week I found out one of my teaching assistants is expecting, which is obviously a very

happy thing and we are delighted for her,” he added.

“But it does mean I’m going to have to find somebody else later in the year and I’m already thinking ‘good lord, how am I going to do that!’”

Schools are struggling with a teacher recruitment crisis. But Thomas Moore, head at Bury C of E in West Sussex, said attracting teachers was easier than support staff.

“When we last put out an advert for a TA role in January we had to extend it. In the end we just had two applications,” he said. “Whereas with teaching ones, even for the most recent roles, we had nine applicants.”

The school is currently recruiting after-school club support due to increased demand from parents. Last year, teachers took on the job on rotation.

“But then they’re not able to do their work and planning,” said Moore. “I’m not sure how we’re going to recruit for it though.”

## Apprenticeships and sweeteners

Chantal Dossantos, head of education partnerships of recruitment firm Eteach, said more schools are using sweeteners to entice staff. Examples include wellbeing programmes, childcare vouchers and free school lunches.

Anita Bath, chief executive at Bishop Bewick Catholic Education Trust in the North East, said heads are finding it harder to cater for an increase in children with educational health care plans (EHCPs) that have complex needs.

“Occasionally, children are having to go home because there just isn’t the person there to give them the support,” she said.

The trust, which runs 39 schools, is hoping to fill gaps through running its own apprenticeships. Another option is to set up open days where the trust could upsell all its vacancies to the local community.

“The real answer is people need to be paid more, but that isn’t an option at the moment,” said Bath.

In a statement, Unison head of education Mike Short said departures were causing “extra work and stress” for current staff.

“Soaring inflation is forcing support workers to take better paid, less stressful jobs in other sectors. Big challenges and low wages are putting off new recruits, leaving schools in dire straits,” he added.

The DfE did not respond to a request for comment.



OPINION: RECRUITMENT

Jonathan Gullis wants to get cracking on teacher training reforms to end "the variation in the quality of provision"

As a former teacher, I know teachers up and down the country will be able to point to a moment, early in their career, when they truly knew the power they had to make a difference to a child's life. For me it was during my PGCE. And that awesome responsibility is why so much of my focus is going to be on making sure I champion teaching and teachers. Investing in them is investing in our young people.

The prime minister promised this government would "deliver, deliver, deliver". Our job at the Department for Education is to make sure every child gets the best possible start in life. Delivering that means supporting the fantastic work of teachers and school staff, and I'm keen to get cracking.

We know excellent teachers are made, not born, and one of the schools white paper's key pledges is to give all aspiring teachers truly excellent training. This is crucial for giving teachers the expertise they need to start life in the classroom and for laying the foundations for a successful career.

We are already some way down the track. During the first year of the early career framework, about 25,000 teachers took advantage of DfE-funded training programmes and almost 30,000 started a new National Professional Qualification (NPQ). I want to continue encouraging teachers to take up these offers and more, as our exciting National Institute of Teaching gets off the ground.

But while we can be proud of our current initial teacher training (ITT) system, there is significant variation in the training new teachers receive.

Today, we're taking the next step



JONATHAN GULLIS

Schools Minister

ITT is the crucial first step in a teacher's journey

towards eradicating that variation by announcing the results of the accreditation process for providers. In total, 179 providers have demonstrated they can meet a demanding set of requirements ahead of delivering new, high-quality courses from 2024. Among them, new providers are entering

three years of structured training and support so they have the expertise to build a successful career.

Reform of the ITT market follows a public consultation last summer on the recommendations from a panel of experts and examples of best practice from around the world. The

“Excellent teachers are made, not born”

the market who will give us extra capacity and inject a welcome burst of innovation.

ITT is the crucial first step in a teacher's journey. So we intend for all new teachers to receive, together with the Early Careers Framework,

new ITT quality requirements will be our benchmark for the world-class training all ITT providers will deliver.

An important part of those requirements is high-quality mentoring. A trainee teacher's



mentor is the cornerstone of their early development and fundamental to their progression through initial training and their early years of teaching. I learned this first-hand through the exceptional guidance I received at Blackfen School for Girls in Kent during my own placement. But I have experienced the other, less valuable end of the spectrum too, which is why I am determined to end the variation in the quality of provision.

We will now be working with newly accredited providers to ensure they are developing courses to be delivered from September 2024 that meet the high standards we expect.

We will also be working with providers to encourage the growth of existing partnerships and the development of new ones, working with teaching school hubs across the country to take an active part in ITT delivery.

Building a teacher development system of the quality and rigour to match the best in the world is one of my key priorities, because it directly improves pupils' outcomes – the opportunities available to them post-16 and their personal and social development. These outcomes are the reason so many teachers choose the profession, and the more we can make sure those ambitions are being realised, the more likely we are to see staff staying in the classroom.

We have the highest ambitions for our children and our schools, but we cannot achieve them without the highest ambitions for our teachers too. Today is an important milestone in achieving our vision to make England the best place to become a teacher.



NEWS: STRIKES

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# Heads support industrial action, survey suggests

**FREDDIE WHITTAKER**  
**@FCDWHITTAKER**

Two-thirds of ASCL members back a ballot on industrial action short of a strike and are split on the idea of a full-blown walkout over pay proposals.

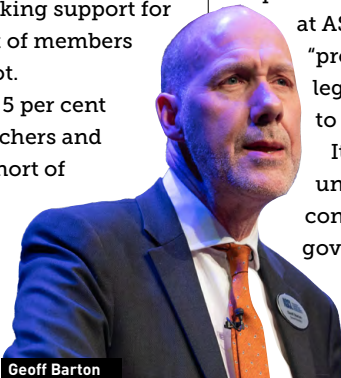
Geoff Barton, the general secretary of the leaders' union, said the response was "remarkable" given members were "traditionally extremely reluctant to consider any form of industrial action".

It is the first time in the union's 16-year history members have been consulted on whether they should hold a formal vote to strike.

However, only 2,203 heads – 16 per cent of eligible members – responded to the survey. Unions must run indicative ballots before formally seeking support for action. At least 50 per cent of members must vote in a formal ballot.

Unions have warned the 5 per cent rise proposed for most teachers and leaders this year falls far short of inflation.

National Education Union analysis claims the minimum leadership range salary of £42,195 is



Geoff Barton

nearly £10,000 behind where it should be had pay kept pace with retail price index inflation since 2010 (more than 20 per cent less).

Of the ASCL members who responded, 69 per cent said they were in favour of an indicative ballot for action short of a strike, while 31 per cent were against.

Asked whether they would back an indicative ballot on strike action, the vote was split 50:50.

Action short of a strike can include moves such as working to rule by only working the hours and days stipulated in contracts, or refusing to carry out tasks requested by the government.

Barton, who announced this week he will be standing down early in 2024, said the survey was "one part of our consultation process". Further views will be sought at ASCL events, while the union will "proceed cautiously" with "complex" legislative requirements for action to be lawful.

It comes as the NAHT leaders' union also began a similar informal consultation with members about government pay proposals.

The union is asking its mostly primary leader membership if

they will support industrial action.

The National Education Union is also holding an indicative ballot.

Paul Whiteman, the NAHT's general secretary, said the cost-of-living crisis "demands that school teams are properly rewarded now, not at some point in the future". Leaders are having to "make cuts that will damage education", he added.

"Being forced to see education decay due to the government's inaction goes against the professional commitment of school leaders, so we are consulting with members on what can be done to resolve the crisis. We can rule nothing in or out at this stage."

The two leadership unions alongside the NEU, NASUWT and Community issued a joint call for pay to be restored to 2010 levels last week.

In a briefing, unions warned that teacher pay has "broadly" fallen by about a fifth in real terms since 2010 because of austerity-driven pay freezes, caps and below-inflation rises.

The Institute for Fiscal Studies estimated earlier this year that despite the pay rises proposed, experienced teachers would still be paid on average 14 per cent less in real terms by 2023 than they were in 2010.

SCHOOLS WEEK REPORTER | @SCHOOLSWEEK

## School budget cuts follow NI change

Ministers face having to cut £300 million from school budgets next year after the recent national insurance (NI) contribution rise was axed.

In his "mini-budget", Chancellor Kwasi Kwarteng announced the 1.25 percentage point increase in NI, that came into effect in April, would be reversed.

The increase, dubbed the "health and social care levy", was meant to raise more funding for the NHS. Schools were given extra funding to cover the estimated £300 million a year cost.

The first instalment was paid this year, with future funding rolled into the national funding formula.

Although this year's cash will not be clawed back, the Treasury confirmed department budgets will be adjusted from 2023-24.

They confirmed the Department for Education would provide an update on school budgets in "due course". But the DfE would not comment this week.

Luke Sibieta, from the Institute for Fiscal Studies, said this could be "quite difficult" to implement, with school funding rates for next year already announced.

"Even though the real effects will be approximately zero, announcing cuts to school funding rates at the present time will be a bit of an unfortunate look for the DfE."

Schools are dealing with soaring energy prices and unfunded staff pay rises.

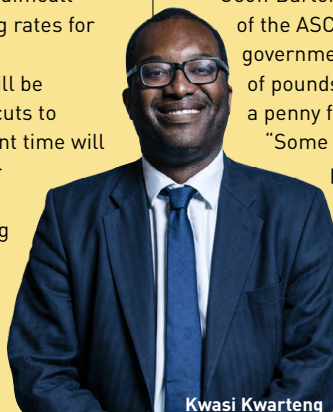
Energy bills will be capped from October. A school with a £10,000 monthly bill will save

about £4,000.

Aside from a £2.1 billion fund for public bodies to invest in energy efficiency and renewable heating, there was no further financial help in last week's mini-budget.

Geoff Barton, the general secretary of the ASCL leaders' union, said the government had "given away billions of pounds to promote growth, but not a penny for education".

"Some schools, particularly small primaries, may no longer be financially viable," he said – predicting larger classes, cuts to subject options and widespread job losses.



Kwasi Kwarteng

# DEVELOPING INSPIRATIONAL TEACHERS WHO CAN IMPROVE OPPORTUNITIES FOR YOUNG PEOPLE

Capita's Early Career Framework programme (ECF), designed in partnership with the University of Birmingham, is helping to develop inspirational teachers

The experience that Early Career Teachers (ECT's) have in their first years in the profession can shape the type of teacher they become and indeed their entire career. That's why the government relaunched its approach to early career training with the [Early Career Framework \(ECF\)](#) in 2019. The DfE is investing £130 million every year to support the ECF which enables schools to access a fully-funded, two-year package of structured training.

Capita have been selected as a lead provider of ECF training. They have worked in partnership with the University of Birmingham's School of Education to develop a programme that equips new teachers with the skills, confidence and experience they need to inspire their students and build rewarding careers.

Capita's programme focuses on the five key areas of behaviour management, pedagogy, curriculum, assessment, and professional behaviours. Janice Fletcher, Capita's Programme Champion, collaborates with the University of Birmingham, who are responsible for its design and delivery. She says; "We understand that teacher workloads only ever seem to go up. The last thing we want to do is add to that, so we've realistically matched our programme to the time and budget available for early career training; enabling ECTs and their mentors to successfully apply learning in the classroom."

The strength of partnership between Capita, the University of Birmingham and their delivery partners has been recognised by Ofsted. During a [recent monitoring visit](#), they commented on their 'constant pursuit of excellence', stating that they were; "Taking effective action towards ensuring that the ECF training is of a high standard."



## Relieving the pressure on schools

Importantly, Capita ensure that ECT's are not taken away from valuable time in the classroom. They use a blend of live taught and self-study sessions which require no pre-reading or additional follow up. This means ECTs can be in front of their students more, which is much more motivating and fulfilling and helps to create better learning outcomes.

Mentorship is also an important part of the ECF. Capita ensure that mentors are provided with a fully resourced and supportive training experience that equips them with the skills and confidence to work with all teachers. Not only does this relieve pressure on schools, but it also means that the mentors themselves have the opportunity to become highly skilled coaches, regardless of their teaching stage, and an asset for ongoing teacher development and learning throughout schools.

## Specialist training for special schools

A key pillar of the government's Early Career Framework is to support all pupils to succeed, including those with Special Educational Needs and Disability (SEND), and children in

need of help and protection. To support this aim, Capita have developed contextualised ECT training that provides the specific support that teachers need when working within a special school or alternative provision setting. The National online training programme complements Capita's ECF programme and is delivered by facilitators who have experience of providing education in complex needs settings.

The new Early Career Framework is designed to become the cornerstone of a successful career in teaching. By utilising an experienced and successful lead partner like Capita, your school can ensure you are providing the right environment and support to help your ECTs thrive, while also preserving valuable time and resources. To find out more about Capita ECF training programme [visit our website](#).



POLITICS: MINISTERS

DO YOU HAVE A STORY?  
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# Tolhurst gets new gig with selection policy brief

Kelly Tolhurst will oversee government policy on academic selection in the new role of schools and childhood minister, after a rejig in ministerial briefs.

The previous schools and children and families briefs have been carved up and shared between new ministers Tolhurst and Jonathan Gullis.

It means four ministers now have some level of responsibility for schools policy.

In another sign new prime minister Liz Truss plans to make good on her promise to open more grammar schools, Tolhurst's brief includes "strategy for schools, including standards and selection". She will also oversee exams and SEND.

Meanwhile, Gullis' brief includes school accountability, behaviour and catch-up. Baroness Barran retains her academies minister role, but will also now oversee colleges.

The parameters of each governmental role are:

## Kit Malthouse, education secretary

- Early years
- Children's social care
- Teacher quality, recruitment and retention
- School curriculum
- School improvement
- Academies and free schools
- Further education
- Apprenticeships and skills
- Higher education



## Kelly Tolhurst, schools and childhood minister

- Strategy for schools, including standards and selection
- Qualifications (including links with Ofqual)
- Curriculum including relationships, sex, and health education and personal, social, health and economic education
- Admissions and school transport
- Early years and childcare
- Children's social care
- Children in care, children in need, child



- protection, adoption and care leavers
- Disadvantaged and vulnerable children
- Families, including family hubs and early childhood support
- Special educational needs and disabilities (SEND), including high needs funding
- Alternative provision
- School food, including free school meals
- Children and young people's mental health, online safety and preventing bullying in schools
- Policy to protect against serious violence

## Jonathan Gullis, school standards minister

- School accountability and inspection (including links with Ofsted)
- Standards and Testing Agency and primary assessment
- Supporting a high-quality teaching profession including professional development
- Supporting recruitment and retention of teachers and school leaders including initial teacher training
- Teaching Regulation Agency
- National Tutoring Programme
- Education Investment Areas
- School revenue funding, including the national funding formula for schools
- School efficiency and commercial policy
- Pupil premium
- Behaviour, attendance and exclusions
- School sport
- Digital strategy and technology in education (EdTech)



## Baroness Barran, school and college system minister

- Academies and multi-academy trusts
- Free schools and university technical colleges
- Faith schools
- Independent schools
- Home education and supplementary schools



- Intervention in underperforming schools and school improvement
- School governance
- School capital investment (including pupil place planning)
- Education Investment Areas
- Education provision and outcomes for 16- to 19-year-olds
- College governance and accountability
- Intervention and financial oversight of further education colleges
- Careers education, information and guidance including the Careers and Enterprise Company
- Reducing the number of young people who are not in education, employment or training
- Safeguarding in schools and post-16 settings
- Counter extremism in schools and post-16 settings
- Departmental efficiency and commercial policy

## Andrea Jenkyns, skills minister

- Strategy for post-16 education
- T-levels
- Qualifications reviews
- Higher technical education
- Apprenticeships and traineeships
- Funding for education and training for 16- to 19-year-olds
- Further education workforce and funding
- Institutes of Technology
- Local skills improvement plans and Local Skills Improvement Fund
- Adult education, including basic skills, the National Skills Fund and the UK Shared Prosperity Fund
- Higher education quality
- Student experience and widening participation in higher education
- Student finance and the Lifelong Loan Entitlement (including the Student Loans Company)
- International education strategy and the Turing Scheme



## POLITICS: LABOUR CONFERENCE

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# Morgan promises a new 'ambitious education bill'

FREDDIE WHITTAKER  
@FCDWHITTAKER

EXCLUSIVE

A Labour government would bring in "ambitious" new schools legislation "early on" to address its concerns around academy accountability, the shadow schools minister has said.

Speaking to *Schools Week* at the Labour Party conference in Liverpool, Stephen Morgan said attempts to amend the current government's schools bill to force academies to follow the national curriculum and local admissions arrangements showed Labour's "direction of travel".

The party attempted to change the landmark legislation earlier this year to create new standards for academies on complaints, inclusion and how land and premises are disposed of.

But with the schools bill now on ice as the new prime minister Liz Truss reviews government policy, Morgan accepted that Labour in power would need to bring in its own legislation to achieve its goals.

"I think we would want to bring forward a really ambitious education bill early on," he said.

Morgan and his colleagues have said they will focus on "improving outcomes, not meddling with structures", but have not set out concrete plans for the school system.

Labour has confirmed it will not support forced academisation, but has also pledged to leave well-performing academy trusts alone, suggesting the current hybrid model will be here to stay.

And while ministers continue to favour all schools being in multi-academy trusts, Morgan says Labour will protect the right of single-academy trusts to continue to stand alone.

But Morgan insists the party is "not saying that academies are perfect". He wants the curriculum taught in all schools, with changes to governance and accountability, and Ofsted inspections of MATs.



Stephen Morgan

Morgan is also keen to further "explore" a greater role for local authorities over issues such as school admissions and exclusions, as concerns grow about the lack of an effective middle tier in education between central government and schools.

The party also wants to "make sure that reserves are proportionate for schools", although he was non-committal on whether it would claw back and redistribute reserves.

Morgan ducked questions about whether Labour would guarantee an inflation-related increase in school funding. He says it would ensure schools had the "resources they need", but further details would come closer to the election.

He is scathing about rumours the government wants to lift the ban on new grammar schools, a move that follows a leadership campaign pledge from Truss.

"We don't think there will be a vote," he said, adding the Conservative obsession with selection was "totally bizarre".

"Is this all they care about? This sort of issue that divides our country and creates a culture war?"

And while Labour has refused to confirm how its MPs would be whipped in any vote on grammars, perhaps unsurprisingly, Morgan is clear that he would vote no.

"All the evidence that I've seen suggests that grammar schools don't deliver the outcomes that I would want to see. And they're not popular amongst parents. I will always be evidence based in terms of policy-making. So it's a no from me."

## Skills are as important as knowledge, party says

FREDDIE WHITTAKER  
@FCDWHITTAKER

A "fresh vision" for education would include a curriculum "that prizes skills as well as knowledge" if Labour wins the next election.

Shadow education secretary Bridget Phillipson said this week she was "determined that every child, in every school, in every corner of our country should have the best possible start".

At a conference that struck a more hopeful tone than others in recent years as the party surges in the polls, the education spokesperson was scathing in her criticism of the government.

"If you have five education secretaries in one year, three of them who haven't got a clue what they are doing, two of them who want a return to the Fifties, what have you got left?"

"I'll tell you. A government that is failing our children. Childcare in crisis. A recovery programme in chaos. School buildings collapsing. A skills system unfit for today, never mind tomorrow. Universities treated as a political battleground, not a public good."

She said Labour would make "different choices for children and families across this country", and pointed to plans to remove tax exemptions for private schools, freeing up cash for school improvement.

At last year's conference, Sir Keir Starmer set out plans for a "national excellence programme" to improve the prospects of the four in ten young people who left compulsory education without level 3 qualifications.

The party has also pledged to recruit more teachers, introduce a universal entitlement to continuing professional development, reform Ofsted to include a school improvement role and improve access to extra-curricular activities and careers advice.

"We will only build that fairer society of which we all dream by closing the gap among our children and young people," Phillipson said.

"Education transformed my life. I know it can transform every life. It will be my mission as your education secretary to make sure it does."



POLITICS: LABOUR CONFERENCE

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# Free breakfast clubs 'will drive up standards'

**FREDDIE WHITTAKER**  
**@FCDWHITTAKER**

Labour will provide free school breakfast clubs for all primary pupils if it wins the next election.

Bridget Phillipson, the shadow education secretary, said the "fully funded" scheme would be the "first step on the road to a modern childcare system" and would "drive up standards in maths, reading, and writing".

Many schools already provide breakfast clubs, either from their own budgets or with food provided through the government's national school breakfast scheme.

However, Labour wants the money sent directly to schools to allow them to buy their own food and choose how to staff the clubs.

Funding will come from the party's pledge to reinstate the 45p rate of income tax for the highest earners.

Schools Week analysis shows the budgeted £365 million to provide roughly 4.7 million primary pupils in England breakfast on 190 school days works out at about 41p per breakfast.

However, the Institute for Fiscal Studies (IFS) said once funding for devolved nations was taken into account, the amount could be as low as 36p per child.

The scheme is more generous than one pledged in the 2017 Conservative Party manifesto, which worked out at about 7p per meal.

Christine Farquharson from the IFS said the



generosity of Labour's funding would depend on take-up "and what a breakfast club actually is".

She pointed to a 2014 study in England that found 13 per cent take-up. An earlier study in Wales reached 40 per cent. If similar rates were reached here, funding would range from 90p to £3.60 for each club.

Labour has also emphasised the childcare benefits, which could make the clubs more expensive to run.

Farquharson warned: "The more childcare you add to your breakfast clubs, the more expensive they get. And, potentially, the more popular they become – raising take-up [and] costs."

Labour's promise follows calls for the party to expand free school lunches to all primary pupils, or at least to those from families claiming universal credit. The Labour government in Wales now provides free meals for all primary pupils.

Stephen Morgan, the shadow schools minister, told Schools Week the party's "focus" was on breakfasts. But he added that Labour had held discussions with colleagues in Wales "to see what we can learn".

An IfS nevaluation of the Magic Breakfast scheme in 2016 found year 2 children in schools with breakfast clubs made the equivalent of two months' additional progress compared with those in a control group.

However, the study also found "no evidence that breakfast clubs had an impact on year 6 pupil outcomes".

A government-commissioned evaluation of the first national programme found participating schools reported "improvements in concentration and in behaviour".

Paul Whiteman, the general secretary of the NAHT school leaders' union, said hunger was a "real concern" for staff who often saw children arrive without having eaten, and therefore "not ready to learn".

"A positive start to the day and a nutritious breakfast ... could make a real difference. If properly funded and resourced this entitlement is something school leaders would support"

**BILLY CAMDEN | @BILLYCAMDEN**

## Apprenticeship levy will get a new look and a new name

Labour says will it reform the apprenticeship levy so that it can be spent on other types of training.

The party plans to turn the policy into a "growth and skills levy" that would allow organisations to use up to half of their contributions to fund non-apprenticeship training, such as modular courses.

Full details of the policy are set to be published in a report produced by Labour's Council for Skills Advisers – led by the former education secretary Lord Blunkett – in the coming weeks.

The apprenticeship levy is paid by academies

and trusts with a payroll bill of £3 million or more, and by councils on behalf of local authority-maintained schools. Schools can then draw down funds to pay for apprentice training.

However, a lack of apprenticeship routes for education staff has prompted criticism of the policy, with warnings that schools and trusts are not making the most of the money they put in.

It is unclear at this stage how smaller organisations would continue to access apprenticeships under the proposed system, but shadow skills minister Toby Perkins

promised there would be no reduction in the amount available to non-levy payers.

The current government's levy policy was designed so that large employers would not use all their funds.

Levy-payers lose access to their contributions after 24 months and unspent money is made available to smaller employers that do not pay the levy.

Labour said it would establish a new expert body, Skills England, to oversee its skills reforms. It would replace the Unit for Skills in the Department for Education.

OPINION: LABOUR CONFERENCE

We need a new vision for education that looks to the future rather than the past and to fairness rather than the lottery of birth, writes Bridget Phillipson

It was a privilege last year to be appointed Labour's shadow education secretary, and this week I had the pleasure of addressing our party conference for the first time, to set out Labour's ambition for every child's education.

Education is central to Labour's vision and ambition for the future. If, as Keir Starmer said, we are to run towards to challenges of tomorrow, then education must play a central role.

But this is about more than just tackling challenges. Labour wants to put children first, because we know that children born today are the citizens of tomorrow, and if we're to close inequalities and build a stronger, fairer society, we must start early.

Putting children first isn't just a mission for our party: it's deeply personal for me.

My mam brought me up on her own, and while we didn't always have it easy, I know I was lucky. I had a loving family, where education was valued and encouraged. I went to great state schools run by teachers who saw the value and worth in all of us.

But life shouldn't come down to luck.

That's why I am determined that every child, in every school, in every corner of our country should have the best possible start.

And that means a fresh vision for our education system, looking to the future, not the past. This must be underpinned by a broad curriculum, prizing skills as well as knowledge, nurturing creativity alongside academic success.

To deliver this, Labour will end tax breaks for private schools, and use that money to deliver the most ambitious



BRIDGET PHILLIPSON

Shadow secretary of state for education

Labour's vision for education: Running towards the challenges

schools improvement programme in a generation. We would recruit thousands more teachers to help our children excel in science and maths and widen access to sport, art, music and drama.

We will drive up standards – but we know that can only happen by working with brilliant teachers,

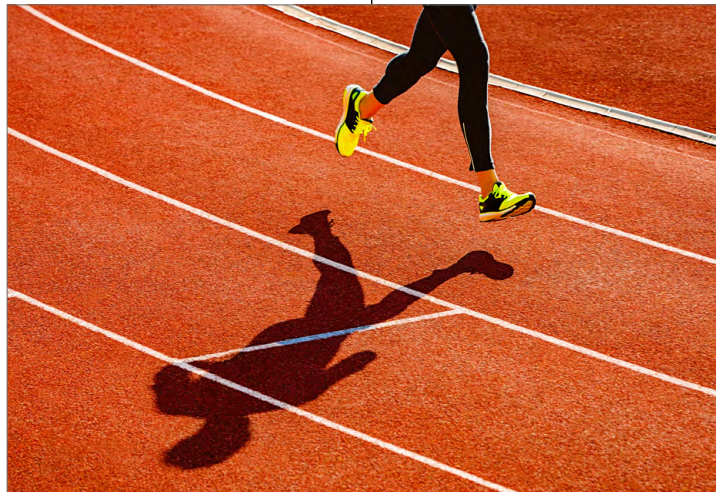
tools and support to excel, with a programme of ongoing professional development for school staff.

I am worried about drop-off in teachers and senior leaders wanting to take the step-up to headship, so Labour would introduce an excellence in leadership programme to support new

“ Life shouldn't come down to luck

leaders, support staff, and unions across our schools. Therefore, we would give all teachers the

headteachers throughout their first years on the job. We know that the route to a great education for every



child comes through supporting the profession.

Yet, we also know that if we are going to build an education system fit for the future, we have to address gaps in learning and development that open up from the start of children's lives.

That's why the next Labour government will build a modern childcare system that supports families from the end of parental leave right through to the end of primary school.

The first step on that road will be the introduction of breakfast clubs for every child in every primary school in England. The evidence is clear: breakfast clubs drive up standards in English and maths, and improve behaviour and attendance – because it's about the club as well as the breakfast.

What is more, breakfast clubs enable parents to work, giving them choice and helping us build the economy we all need.

Currently, over 800,000 children in England have no access to breakfast clubs, and thousands more face barriers such as cost and limited availability of spaces. By properly funding a universal offer, paid for by restoring the highest rate of income tax for the richest 1 per cent, we can plug these gaps.

We will work with school leaders, teachers and support staff on implementation guidance which ensures this provision can be practically rolled out across the country. We know supporting children to thrive is your priority, and it will be mine too.

Put simply, education transformed my life. I know it can transform every life. It will be my mission, working with the education profession, to ensure that it does.



NEWS

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# TRA had to 'drag' witnesses to appear, says former head

**TOM BELGER**  
@TOM\_BELGER

An award-winning former headteacher accused of bullying staff claims that regulators "bludgeoned" and "had to drag" witnesses to testify against her.

Mahzia "Pepe" Hart faces an ongoing tribunal hearing over claims she achieved success for Trinity Church School in Somerset by "ruling with a rod of iron".

Multiple former colleagues alleged she bullied and intimidated them and made inappropriate comments between 2013 and 2015.

Hart denied the allegations and this week turned her fire on regulators.

She claimed the Teaching Regulation Agency (TRA) went to "extraordinary lengths to secure their witnesses", telling the hearing: "You won't find a case...where they've had to absolutely drag by tooth and nail so many people that did not want to become involved."

Hart claimed one witness was "bludgeoned" into testifying. Her lawyer said another appeared despite telling regulators that participating was "making him ill".

Hart also said it was "appalling" regulators had accused her of dishonestly influencing a colleague's police statement over an incident in which she was "racially abused".

The panel threw out the allegation, and two others over "inappropriate" comments, midway through the case.

Hart has repeatedly criticised regulators on social media, and a new petition calling the



case against her a "waste of public money" has attracted over 500 signatures.

A government spokesperson said they could not comment on ongoing cases.

Mark Millin, presenting the TRA's case, said a lot of witnesses had not wished to appear, but still testified "voluntarily", adding: "Why would they do that if it wasn't true?"

David Biddleston, a local National Education Union (NEU) official who supported Hart's alleged victims, told the hearing it would be "unusual for a whole number of people" to fabricate similar claims over several years.

"I don't experience situations where young women sit round together and make stuff up that could get them in a lot of trouble. They were incredibly brave."

Millin said Hart faced 72 allegations before the three that were dropped. Paul Hawkins, the panel's chair, said last Friday she still had a "case to answer" over those remaining.

Millin began cross-examining Hart by listing her and the school's "impressive" achievements, including an "outstanding" rating, headteacher

and "happiest people" awards, and a school anti-bullying award.

He questioned whether it was "to the detriment of staff, and that's why we are here". He asked if her Ofsted rating stemmed from "ruling with a rod of iron and bullying and intimidating people", and if she advised staff against sick days to "keep standards high".

Staff were "scared" to complain, he said.

Hart rejected the claims. "I don't believe my drive was at the cost of people I worked with."

She acknowledged a "high pace", but said staff left early on Fridays and were celebrated in newsletters. The list of accolades "doesn't matter".

Hart also claimed Biddleston "cajoled" staff to complain about her, partly reflecting an anti-academy campaign.

She is separately seeking at least £100,000 damages from him and the NEU, highlighting lost income and prestige after she was "forced to resign".

Hart said she would "always be confused" about some complainants' motives, with her relationships with staff generally "good". But others may have had a "grudge", she claimed.

"You can blame other people for your own inability to be able, perhaps, to deliver."

Biddleston denied any conspiracy to remove her. His aim was "simply" getting fair treatment for staff. "Everybody wanted me to represent them."

An NEU spokesperson claimed Hart's legal case against Biddleston suggested "basic trade unionism is an unlawful conspiracy".

The case continues.

TOM BELGER | @TOM\_BELGER

## Former academies minister moves back into education

The former academies minister Lord Agnew has joined the board of the group running the National Institute of Teaching, the government's new flagship teacher training provider.

The Conservative peer was also appointed chair this month of the Inspiration Trust, the Norfolk-based academy trust he founded but left in 2018.

Agnew's increased involvement in education follows his resignation from a Treasury and Cabinet Office role earlier this year in protest at the government's handling of Covid loans.

He is the latest appointment to the board running the institute, which will deliver all phases of teacher training. It was formed by a group of four large trusts, known collectively as the School-Led Development Trust (SDLT).

Other new SDLT directors include Rachel de Souza, a former Inspiration chief executive, now children's commissioner.

Lord Hastings, a former teacher and campaigner for racial equality and current chair of the London Chamber of Commerce and Industry Black Business Association, joined in June.

He also works as a leadership professor at Utah State University, and is vice-president of the youth charity Catch 22 and Unicef UK.

Sir David Eastwood, the former vice-chancellor of the University of Birmingham, also joined in June.

A spokesperson for the institute said: "We are delighted that our already very strong board of trustees has been further bolstered by Lord Agnew and Lord Hastings.

"They, Dame Rachel and Sir David all bring significant expertise and will help make sure that the vital work of the National Institute of Teaching is a success."

NEWS

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# Flagship training provider sees half of teachers ditch CPD scheme

**TOM BELGER**  
@TOM\_BELGER

A charity running flagship training and tutoring programmes for the government saw more than half of participants drop out of one of its professional development courses.

This summer, Education Development Trust was warned by Ofsted it is “not taking effective action” to ensure high standards in its early-career framework and national professional qualifications training.

A government-commissioned report has now highlighted flaws in another of its programmes.

The now-closed “Accelerate” scheme was part of the £75 million Teaching and Learning Innovation Fund, unveiled by former education secretary Justine Greening as part of her social mobility drive from 2016.

The programme and nine others funded through TLIF were designed to support high-quality continuing professional development in schools “that needed it most”.

A government-commissioned report into eight of the projects found “strong evidence” they helped



participants’ teaching and leadership practices overall.

But the report found “mixed views” about how far EdDevTrust’s project achieved intended outcomes. Only one other project received a similar verdict, the Geographical Association.

Schemes run by the Ambition Institute and Tom Bennett Training received more praise, and those run by Teach First, Teacher Development Trust and Edison delivered most of their intended outcomes.

EdDevTrust beat recruitment targets, with 1598 primary and secondary teacher sign-ups to its workshops, online modules, mentoring and coaching. The programme was run with the Chartered College of Teaching.

But Accelerate, aimed at “empowering” new teachers “to deliver the best possible education for disadvantaged pupils”, was completed by only 716 participants in early 2020, the worst drop-out rate among providers.

Some participants who left were “unable to give the level of commitment the project required”, while others had left their jobs.

While participant feedback was “generally positive” some complained about its online platform – echoing Ofsted criticism of its ECF and NPQ systems.

Planned training for senior leaders on using research and developing a CPD culture was not delivered which “hampered their ability to put their learning into practice”.

Overall, the TLIF projects had a positive impact on intended outcomes including retention, but “no observable impact” on progression.

Exceptions were Teach First and Tom Bennett Training, both highly praised by participants. Teachers and leaders taking the latter went on to “move from challenging to less challenging schools”, however.

An EdDevTrust spokesperson highlighted the evidence Accelerate improved ECTs’ knowledge, confidence and practice. She added that TLIF was “designed for innovation and learning”, with one learning being ECTs’ “challenge” finding time.

The charity has recently been entrusted with training mentors on the National Tutoring Programme.

SAMANTHA BOOTH | @SAMANTHAJBOOTH

## Council stops free lunches for pupils as staff numbers fall

A council has apologised for halting hot lunches for hundreds of children on free school meals due to a recruitment crisis in hospitality staff.

Dudley Council wrote to four primary schools using its catering service on Friday to inform them the number of staff available to work is “below safe operating levels”.

The council said it is reducing counter service on a temporary basis, meaning pupils on free school meals will be given a “grab bag” style lunch. This includes a sandwich, fruit, yoghurt and cake or dessert.

The council said despite a “targeted” summer recruitment campaign they are “unfortunately experiencing a high number of vacancies and sickness absences within our organisation”. The letter adds: “This is being compounded by the limited availability of catering staff across the national hospitality industry to replace vacant positions.”

Measures were put in place this week

to ensure children get a hot meal from Wednesday. Around 330 children eligible for free school meals were impacted.

Dudley Wood Primary School said the change had been taken without consultation and attempts to get decision overturned “have been unsuccessful”. However, councillor Simon Phipps, enterprise lead at Dudley Council, said the decision was made “for the safety of children”.

A May survey run by LACA (a body representing over 1,000 public sector and private contract caterers and suppliers to schools) found 78 per cent of companies had a lack of applicants for vacant roles. Nearly half – 44.6 per cent – said the situation had worsened since January.

Brad Pearce, chair of LACA, said: “If recruitment issues continue, and as we approach winter, we are conscious that any additional sickness absence could impact services further which may result in providers

having to make changes to how services are provided.”

The situation has worsened since Covid, which Pearce says could be down to more vacancies in other sectors and a rise in flexible working options.

LACA is calling for an “urgent inflationary increase” in funding for free school meals and universal infant free school meals to meet the rising costs of food and labour.

Hospitality trade bodies warned in June that “record” staff shortages were costing the industry £21 billion in lost revenue.

Other schools are also feeling the pinch of the cost of living crisis. King James’s School, in North Yorkshire, told parents last month it was having to increase most food items by 5 to 10p due to soaring energy prices.

Two Jewish secondary schools in London are due to stop providing kosher meals to students next month, with parents asked to send in packed lunches.





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# Profile

JESS STAUFENBERG | @STAUFENBERGJ



## ‘Why do we have big schools where kids are anonymous?’

Gwyn ap Harri, chief design officer at XP School Trust, exploded onto the scene in 2014 with his tiny secondary school, where children don't wear uniform and are in 'crews' rather than tutor groups. Now with eight schools up and running, Jess Staufenberg finds out how ap Harri is expanding his anti-orthodoxy model across the country

**G**wyn ap Harri must have the best name in education. The full extension is Gwynor Dafydd ap Rhun ap Harri. His father was Welsh, and the name literally means Gwyn, who is the son of Rhun, who is the son of Harri. It's an unusual name, and it suits this quite unusual school leader.

*Schools Week* met ap Harri before, at XP School in Doncaster a few years ago. The

school's 2017 'outstanding' Ofsted report, and distinctive ideas (kids don't wear uniform, do 'expeditions', or projects, and belong to 'crews' rather than tutor groups) has garnered a fan following among progressives as an antidote to schools with strict behaviour policies and traditional curriculums.

But the question then was: could ap Harri scale it up? The most radical thing about the

trust is the small (or 'deliberately sized', as he calls them) secondaries. All three have fewer than 300 students. In his blog, he states with characteristic bluntness that the idea that the model is not scalable is "bollocks".

Since then, the trust has expanded to include one infant and four primary schools, added XP Gateshead secondary in the north-east – its first school outside Doncaster – and two new free schools are in the pipeline



# Profile: Gwyn ap Harri



Year 6 pupils Lola, Ruby, Harrison and Ava show Schools Week around

(but he can't say where).

Last week, I visited the good-graded Green Top primary in Doncaster, which joined XP in 2017. Ap Harri's own children attended when it was 'requires improvement'.

But it was the idea of secondary school that dismayed their father, prompting him to set up his own – XP School – for his two sons instead.

"The conventional model is for secondary schools to look down on primary schools, but it should be the other way around. Primary school practice is amazing."

### The problem with secondaries

Ap Harri has two big issues with secondaries. First, he says creativity is squeezed out. "I knew my kids wouldn't get into trouble and they'd do their exams. But there's a cost, and the cost is the creativity of our kids. I don't want my kids to pay that."

Second, many secondaries set (or allocate to streams) their students. The US school which inspired the XP model back in 2012 – High Tech High in California – bans streaming children. Doing so "groups kids according to social demographics", ap Harri says. Primary school teachers manage to differentiate their lessons for different ability children, so why not secondary?

"I think it's evil, but I don't think secondary school teachers are evil," he continues. "They don't always know a better way."

This is typically punchy language from the softly-spoken trust leader.

All this means Green Top primary doesn't feel like a radically different primary school, probably because ap Harri already agrees with so much about the primary school model.

The children are in what looks like uniform



Ap Harri with his wife Kate and sons Jac and Dylan

## "I got my moral compass from comic books"

(although he says it's a loose dress code) – white polo shirt, darkish trousers, green jumper – and like many primaries the school is covered with displays of poetry, paintings and social change messages.

### The kindness ethos

What does strike me, however, is how kind the children are. I've been put in the care of four year 6s: Lola, Ava, Ruby and Harrison (and, for the first time ever, they've been sent off without a supervising adult). When we get to nursery, they all hug the tiniest ones. Ofsted inspectors have already noted the lack of bullying across XP schools (and the trust strapline is 'Above All, Compassion').

This ethos around kindness seems related to ap Harri's philosophical suspicions about power and the abuse of power. He believes there are two types of leader: "Those who want power, and those who empower". It's about "conformity versus creativity".

The intensity of his feelings on this might be explained by his background.

Aged 14, the young ap Harri was living alone. His dad had moved in with a girlfriend in London, and his older sister was often away. His mum had died when he was

18 months old.

As we speak, ap Harri chokes up. "I'm 51," he says, "I should be over this." He swallows and continues. "When I was 17, I found out that my mum killed herself." It turned his world upside down.

Left without a guide, ap Harri turned to reading. "This sounds really weird, but I got my moral compass from comic books. They were the literature for working-class kids, because they were 8p."

A particularly influential character was Judge Dredd, the violent lawmaker now of DC movie fame who oppresses society.

"This was about ordinary people triumphing over corrupt governments. Judge Dredd was a fascist, so I learned about fascism at eight years old."

So, is he an anti-authoritarian?

### Uniforms and isolation

"I wouldn't say I'm anti [but] we had the privilege of a white sheet of paper when we set up XP School," he responds. However, he's tweeted that pupils wearing uniform "looks dystopian".

"Adults are forcing kids to look exactly the same," ap Harri nods. Uniform "doesn't fix

# Profile: Gwyn ap Harri



A classroom at Green Top primary school in Doncaster

bullying”, he continues, and poorer children can still be identified. “It’s all a myth.”

Instead, what is really dangerous for children is the anonymity of schools, which uniforms can actually reinforce. Ap Harri knows this well – his isolation as a teenager went almost unnoticed by his secondary school.

Just one teacher, Brian Parkinson, broke protocol and invited ap Harri to live with him and his family in sixth form, enabling him to eventually study computer science. The same teacher later helped ap Harri get his first teaching job, at Hatfield primary in Doncaster.

“Teachers don’t normally do that,” ap Harri says, displaying real emotion. “I don’t think I would be here if he hadn’t offered.”

What about school leaders who believe their strict policies aren’t about power, but empowering children?

Ap Harri pauses. “I’ll think about that.”

### Smaller schools

Perhaps he is quite similar in some ways to other very vocal, very mission-driven school leaders who just happen to be running very strict schools? “We’re good at branding,” he admits. “But I don’t see the relevance otherwise.”

Ap Harri’s deep commitment to small schools also now makes a lot of sense.

“I don’t understand why we have big schools where kids are anonymous, and can go for seven years and the adults don’t know them very well. What’s a killer of young people? Suicide,” he points out. “When adults don’t know kids, they can’t care about kids.”

The big question is, of course, how ap Harri has made this financially possible.

Not only does he dismiss the idea that small secondaries are unviable, he says the



Ap Harri outside his house, converted from an old cinema, in Doncaster

## “I learned about fascism aged eight years old”

trust is “not facing a financial crisis”, even with energy costs increasing.

Three strategies enable this, he says.

First, a big waste of school money is “buying resources they don’t need or they’ve already got” (which sounds very Lord Agnew). “People don’t know what’s in the cupboard. Or the maths department gets a budget of £15,000, so they spend it.”

At XP, all departments must “justify why they want something”. In addition, every term there is a “degunge” – all resources are collected in one place and then re-distributed. Usually, there’s enough of everything, says ap Harri.

Second, schools waste money on bad technology and IT technicians. “They cripple the technology with logins and use big servers.” At XP trust, there are no IT technicians. All staff have an Apple laptop connected to the cloud, and nothing breaks, he claims.

Finally – and here he pauses, weighing

his words – “the biggest waste of money in schools is ineffective leadership”.

“Schools are paying tens of thousands of pounds for a person who has no impact on the kids. And everybody in those schools knows exactly who they are.”

Instead, XP trust just has the chief design officer – ap Harri’s role – the chief operating officer, then age phase leaders, crew leaders, and staff with responsibility for attendance, admissions, curriculum and so on. “There’s nobody sat in offices not connected with the kids.” It’s a powerful set of claims.

Of course, ap Harri’s trust - where his wife Kate is also a paid advisor - still has a lot to prove..

It has yet to take on an ‘inadequate’ school – all have been ‘good’ except one which was RI – the attainment data across the schools is average, and none of the secondaries is planning to trial the XP model at sixth form level apart from a small offer at XP East. The latter is also awaiting reinspection after ap Harri’s team successfully challenged an RI grade in February.

Meanwhile, with 360 pupils, Green Top primary is actually bigger than any of XP’s secondaries.

But ap Harri has his eye on the very top. Emphasising his Doncaster dialect, he declares: “We want to be best schools in’t world.”



# Opinion

DO YOU HAVE A STORY?  
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**ED REZA SCHWITZER**  
Associate director, Public First

## Labour conference: This shadow cabinet offers a ray of hope



**Ed Reza Schwitzer gives a taste of what it was like to be a first-time edu-policy wonk at this week's crucial conference for the Labour party**

The first 24 hours in Liverpool are a haze. Oh that's Bridget Phillipson, oh and Mary Bousted. Here's Natalie Perera. And that woman presents something on TV. Oooh, there's Andrew Marr, you definitely know who he is. There's Stephen Morgan and, wow, there's Ed Dorrell, quite a big name on edu-Twitter you think. Wait. You work with Ed Dorrell. You see him every day – get it together, Reza.

Right, time for some fringes. What are fringes? Why are they called fringes? Should I have done my hair differently? Obviously not, Reza. Focus on the things that matter.

You're in. Some interesting discussions to be fair. You've heard Phillipson, Morgan and Toby Perkins now – all very assured, very calm. It's almost like they're already in post, behaving more ministerially than some of their opposite numbers if we're honest.

Some colleagues have managed to get some interesting people to talk to you in the bar. You don't know who they are, so you can't say anything too controversial; they

could take it the wrong way. Just nod. You don't want to end up like the poor soul who looked Sarah Jones square in the eye and told her he was struggling to remember who is Croydon's MP.

Forty-eight hours have passed. This isn't so bad. Neck hurts a little from all the nodding, but you got to watch Gary Neville, the former

That was your big chance, you plonker. Why did you have to be so honest? Now you'll just have to walk behind the camera so your partner's mum can see you. It'll have to do.

**“ People do seem to be really buzzing**

England footballer, analyse politics and sound more competent than most MPs - and that doesn't happen every day.

You're in the exhibition centre, stands everywhere. There's the Children's Society, oh and the Youth Zone right at the back. Who put the End the Occupation of Guantanamo Bay stand next to the Labour Friends of the Armed Forces one? You chuckle.

Hold on a minute that's... Politics Live. Is it actually LIVE right now? Go and investigate. OMG this is a dream come true. “Ben, you're on next yeah?” “My name's not Ben, I'm afraid.” “Oh thanks for telling us, we've made that mistake before at the BBC!”

Walking towards the conference hall now, picking up a very odd conversation ahead of you. Get a little closer. “Hi, Emily. Huge, huge fan, of course. I've got a stand over here on assisted dying that I'd love you to look at. We've got Swiss chocolates, actually.” “Swiss chocolates? Bit tacky,” Ms Thornberry replies. You agree with her.

People are starting to ask YOU questions. “It's a great conference, isn't it? Best one in years!” Nod sagely. They don't have to know you have no idea. People do seem to be buzzing, though.

It's Wednesday. Everyone has gone home or is recovering from a hangover. You did your hangover on

day two, so you're ready for this. It's all been leading up to this moment. Phillipson is about to take to the stage.

“Why we can't have skills AND knowledge? A strong curriculum AND extra curriculums?” And there it is, early doors: a commitment to taxing private schools. The hall erupts. Another big cheer for modern career advice and work experience. So far, so good. Very passionate. The people around you are loving it. Breakfast clubs – the first really big commitment that was trailed. Reforming the apprenticeship levy – the second. You look down at a message on your phone. You look back up. She's stopped. Is that it? Short and sweet, leaving us wanting more.

Five hours later, you slump on your sofa. Beat, but optimistic. Not just because you didn't make a complete hash of anything (not that you're aware of), but because this Labour conference really did give you some hope and leave you wanting to hear more from a truly impressive shadow Labour team.

# Opinion

DO YOU HAVE A STORY?  
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## AL KINGSLEY

Chair of trustees, Hampton Academies Trust and group CEO, NetSupport

### Budget crisis: How to save money by tailoring your tech

**A six-month cap on energy prices still leaves schools with higher costs and an uncertain future, writes Al Kingsley, but an edtech audit could reduce outgoings**

Schools are entering the new academic year facing numerous challenges that in some ways rival even the Covid-19 pandemic. These include skyrocketing energy costs, which have left many schools desperately wondering how they can stay open.

Prime minister Liz Truss gave schools some certainty this month with a six-month cap on energy prices. However, with energy bills expected to soar despite the price cap, coupled with its relatively short horizon, schools are now searching for ways to tighten their belts.

One highly effective way to do this is by reviewing and improving their technology use.

The first priority should be a thorough tech audit. In recent years many schools were forced to hastily adopt a range of software and devices in response to Covid-19 lockdowns, often without the chance to research whether these tools were the most effective solutions to meet their needs.

As a result, schools may now find themselves burdened with subscriptions to multiple edtech or software platforms and using excess

devices. A tech audit should detail your school's assets and devices, current edtech and other software, and clarify the purpose they serve. It may turn out your schools' needs have changed and some of these software subscriptions can be discontinued. If technology is not time- and cost-saving for staff,

then it's not doing its job. On the other hand, schools using multiple edtech platforms may find there is a single platform that offers multiple solutions to meet their needs and make the budget go further.

To reduce energy costs, some edtech solutions can also track and analyse the powered-on state of computers across the school. This provides accurate insight into energy consumption and pinpoints where energy wastage occurs – for example, when devices are left on standby outside school hours. Schools can then set a schedule that automatically powers off devices at the end of the day, to reduce energy use and costs.

Following the tech audit, schools can consult closely with staff to revise their digital strategy and ensure it is still fit for purpose,



or develop one if needed. A clear digital strategy will ensure technology works for teachers, instead of creating extra work for them. It should include a clear and consistent vision of your school's aims, identify short-term priorities for initial focus, and sustained CPD

**“ If tech is not time- and cost-saving, it's not doing its job**

for staff.

When researching and comparing different edtech offerings, always ask suppliers for robust evidence to back up their marketing claims and consider whether their promised outcomes will be genuinely useful in your unique school environment. Independent edtech organisations, such as Education Alliance Finland and the EDUCATE programme from UCL Institute of Education, can aid your decision-making with an educator-focused evaluation of products.

The most important consultation takes place between educators. Some multi-academy trusts hold regular 'tech clubs' to share ideas and edtech solutions. Edu-Twitter also abounds with this type of discourse.

There are countless ways to

connect with other educators, but be sure to get their first-hand experience of what works to save time and money in their school.

Once a school has trimmed and tailored its edtech and assets, the priority should be to train all teachers and students, and set out a clear plan for ongoing training. Ensuring staff are familiar with all the functions of your edtech and how to use it is essential to success. It will also improve efficiency and allow them to identify new ways to improve your school's technology use and reduce costs.

The tech audit can also inform other cost-saving decisions by helping schools make the most of their existing tech assets. For schools with enough devices, buying digital textbooks could be significantly cheaper than hard copies. Given the cost of in-house printing, savings may also be found by giving students digital handouts instead of printed copies. Some edtech solutions can even aid this decision by monitoring printer usage.

There's little doubt tough times are ahead. But until there is both clarity and tangible support from government, collaborating with other educators in our own schools and beyond still remains our greatest strength.



# Opinion

DO YOU HAVE A STORY?  
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**Great behaviour in our socioeconomically deprived schools is no surprise, writes Kulvarn Atwal. It's the result of a deep respect for children's rights**

An experienced teacher recently joined our staff from another East London school, just three miles away. At the end of week one, I asked her how it had gone. She said she couldn't believe how respectful the children were of each other and adults.

It's not the first time I've heard this, though of course it never ceases to make me proud. We've had similar feedback from school advisers who unanimously praise the quality of our students' behaviour. One remarked that it was exemplary in every classroom. Another extended this to note their positive and respectful attitudes in corridors, the lunch hall and the playground. Without fail, visitors observe our students' genuine respect for each other and for our two schools.

They seem almost surprised when they say it, and that's probably because Uphall primary is in the most disadvantaged ward in the local authority. We serve an incredibly diverse community, and we experience high mobility. Students leave each week and new students join us. So perhaps our visitors come with low expectations, or perhaps they think a 'no-excuses', 'zero-tolerance' style is the only way to achieve this outcome.

But to me and to anyone who knows our schools, there's nothing surprising about it at all. The basis of our success is that our values and practices are founded on UNICEF UK's Rights Respecting Schools Award. I've led three schools, and the first thing I've done at all of them was to begin the journey of becoming rights-respecting.

The UN convention on the rights of



## KULVARN ATWAL

Headteacher, Highlands Primary School and Uphall Primary School

### Respect for rights is our secret ingredient for great behaviour

the child (UNCRC) becomes the glue that binds the school community, and the first step on the journey is to enable everyone – students,

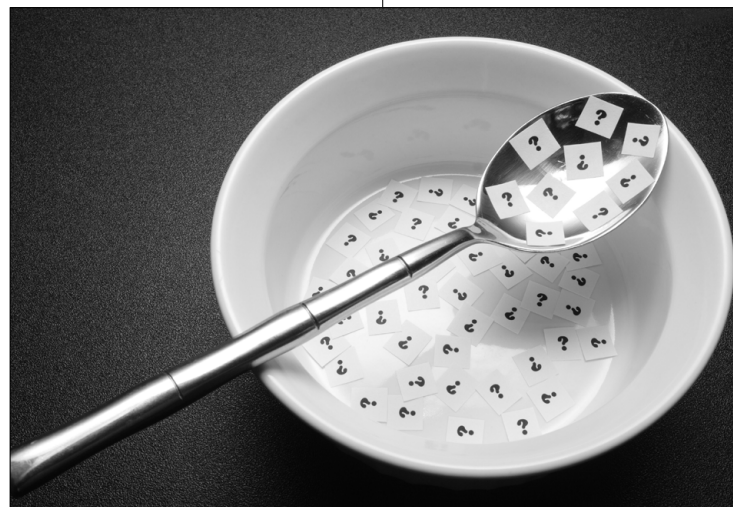
embedding children's rights into our schools' ethos has helped us meet all the huge challenges of the past few years with confidence.

“ Rights is what binds this diverse community together

staff and parents – to develop an understanding of it.

It's about so much more than a kitemark and some nice displays. It's not a bolt-on that one member of staff takes ownership of. Instead, being rights-respecting quickly becomes a fundamental part of who we are, and

One of the biggest of these challenges – other than the pandemic itself – has been managing children's return to school and supporting and developing positive behaviour. I've heard of many colleagues who have struggled and continue to struggle.



For us, part of being rights-respecting adults is that we are duty-bound to respect, protect and fulfil children and young people's rights. So, we take leading by example as our first step, whatever the challenge. The way in which we talk to and treat each other – adult-to-adult and adult-to-child – models to our students how we expect them to behave.

We have seen pupils not only mirroring our behaviours but calling out any non-respectful behaviour themselves. Whenever a challenging behaviour does occur, we have a shared language to frame, understand and manage it, rather than imposing sanctions and punishments.

In addition to being respectful, we want to develop our children to be independent critical thinkers and understanding their rights supports them in this. It's not just about learning information; it's about empowering them to question the world around them, to know they have a voice and to believe they can make a positive difference. It's about setting them up to thrive.

We're in no doubt. The ethos and values of the rights-respecting schools programme enables our students – old and new – to integrate quickly in a community where they feel safe and happy. The language and values of rights is what binds this diverse community together and enables all of us, adults and children, to learn and develop in a harmonious rights-respecting family.

That's what one of our students referred to us as in assembly on Monday. A family. And when you think about it, it's not so surprising that they behave accordingly.

# Opinion

DO YOU HAVE A STORY?  
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**We needed to discard much theorising that was backed by poor evidence, write Stuart Kime and Jack Deverson, but the result is a model leaders can trust**

For most students, learning in school happens in classrooms and is highly dependent on the practices and expertise of class teachers. Yet even the best teacher cannot facilitate effective learning unless other supporting factors are in place.

How effective a teacher is depends on more than just that teacher themselves. The environment in which they work—be it determined by the actions of school leaders, their fellow teachers, other staff, students, parents, the wider community or context—has a substantial impact on how much students learn.

And the effectiveness of an individual teacher is not constant: a less effective teacher today can grow into an effective teacher in a few years; an initially effective teacher may plateau or decline.

For all these reasons, leadership and the professional environment in which teachers work make a difference to students' outcomes. That's why, as part of our Great Teaching Toolkit, Rob Coe and the EBE team set out to review the evidence in support of effective practice in school environments and leadership.

### What's the big idea?

As Rob searched through and summarised the relevant research evidence, he found theories in abundance. Sadly, robust testing of the predictions made by those theories against independent, empirical data were decidedly thin on the ground.

Most of the research is of poor quality, and the claims made within it stray beyond the evidence. Rob's team began to question whether there was anything that was either scientifically trustworthy or practically useful.

STUART KIME

Co-founder, Evidence Based Education

JACK DEVERSON

Co-founder, Evidence Based Education



## How leadership matters to learning (and how it doesn't)

From the best available evidence, however, the team identified a series of school-level characteristics that seem to be related to student attainment. Acknowledging the limitations of the evidence at present, this led to the development of a Model of School

make its claims untrustworthy. While there are some examples of good research, there is so much that is poor that the field has some way to go before practitioners and policymakers can trust its results.

### What's included?

“Most research is poor quality”

Environment and Leadership, and a set of whole-school feedback tools that we hope are of practical utility to leaders who want to understand these characteristics and monitor them in their own context.

### What's missing?

A few popular concepts are notably missing from the model. Neither 'shared vision' nor 'instructional focus' make an appearance. Both were judged to fall below an acceptable level in relation to clarity of the construct, unique contribution not captured elsewhere in the model, defensible mechanisms by which they may impact student learning and supporting evidence.

It's troubling that a significant part of the school leadership literature contains methodological flaws that

From the evidence that passed muster, we were able to develop a model with three broad components: learning time, learning supports, and management factors.

Learning time refers to the time allocated to learning, and may be thought of as a direct multiplier of the amount of learning that will happen. It includes the amount of time allocated to learning the content, but also the time students spend on meaningful learning activities outside the classroom, attendance, and disruptive factors like changes to timetabled lessons.

Learning supports are the factors that affect the teaching-learning interaction, and are grouped in three sub-categories.

Student-focused support includes working with families and the

community around the student, whether students' fundamental needs are met, and their beliefs and dispositions.

Teacher-focused support includes peer collaboration (for instance through subject associations and groups), collective teacher expertise, and access to quality professional learning.

Lastly, curriculum-focused support includes goals and demands, as well as resources and materials.

Management factors are the school- or team-level factors that are necessary for effective functioning of any organisation. These include supportive working relationships, an improvement mindset, a strategic focus on delivery and removing barriers, and adequate staffing.

### What's next?

When the evidence is limited, the evidence-based approach is not to do nothing, but instead to do what seems most plausible and try to evaluate its impact. So we will work to improve the evidence base by learning from schools using our feedback tools, and openly publishing updates to the model as our own understanding of school environment and leadership develops over time.



# Opinion

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## SOPHIA PAPASOULIOTIS

Year 11 student and south west winner,  
*My Twist on a Tale: Our Tomorrow*

### Climate anxiety is real - and here's how you can help us

**Climate anxiety is on the rise among young people, writes Sophia Papasouliotis, but schools can help to lower the heat**

As a young person, the climate emergency is effectively a personal emergency. It makes me anxious, and I am not alone in that. According to Pearson's recent *School Report: Schools Today, Schools Tomorrow*, on which I was invited to give a student perspective, half of teachers have witnessed rising awareness among pupils over climate change in the past year – and a quarter have seen increased anxiety about it.

For my part, I have become increasingly interested in the actions we can take to live more sustainably, and education is definitely a big part of the solution. As teachers and school leaders, your strong sense of responsibility to help prepare me and my peers for the future invariably means discussing climate change.

But where do you start? How do you tackle a subject that bemuses even top-level scientists?

**The best you can do**

Sometimes, it feels like every time we make a change to be more

sustainable, something else we could be doing cones along. This never-ending game of cat and mouse can make taking action very hard because we always feel like we are falling short of being 'proper' environmentalists.

The same is true of making curriculum decisions, especially as what we are taught is often based

on certainty. So, it is important to first realise that doing your best is the best you can do. Not everyone has the same opportunities, and this can mean some actions are simply

unachievable. But doing what you can with what you have is the very meaning of sustainability.

**Speaking up**

People can suffer from climate anxiety without even realising it. That feeling of dread you get when you read an article lamenting the looming 'end of the world'? That sense of hopelessness when you think about the snail's pace at which governments and corporations are acting? You are not alone. People of all ages feel anxious about global warming, but it has become increasingly prominent in young people.

What makes it worse for us is that we often already feel like we don't have a voice in matters like this. That's why it is incredibly important to help uplift our voices and support us to make the positive change we

two-thirds of heads in Pearson's survey are planning to make their school more sustainable and eco-friendlier by 2024. But how? Make sure your students have a say!

Openly talking about the ways climate change affects us, and listening to the responses, allows you to cater your sustainability initiatives to the things your students are most passionate about. For example, if there is a particular conversation about single-use plastic, you may choose to focus on reducing that first.

**Fighting misinformation**

Proper education around how to source information is key to helping young people too, and not just against climate denialism. Fake news and misleading headlines can lead some astray, but it can paralyse through confusion and debilitating anxiety too.

Providing us with the agency and skills to investigate and inform ourselves is one of the most important ways to battle this. Skills like fact- and bias-checking can empower us to educate ourselves – another perfect example of sustainability.

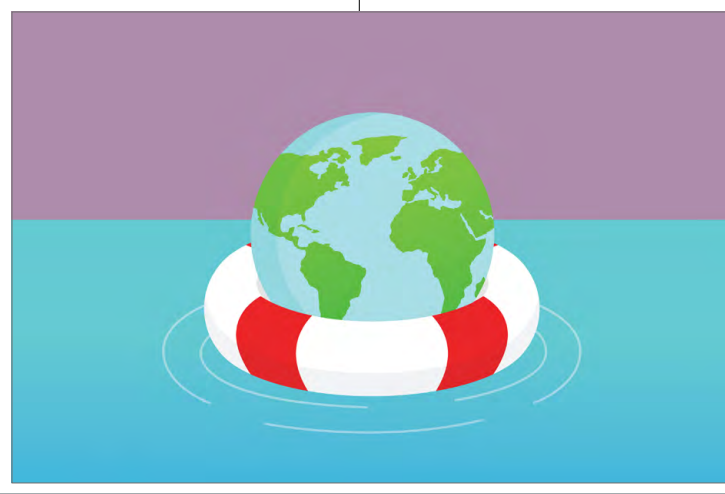
And finally, it's important to note that not all students feel connected with the climate crisis. Classfuls of replica Greta Thunbergs are simply not plausible even if they were desirable. People will always have different interests and that is fine.

The aim is not to turn everyone into eco-warriors. Indeed, you may not be that way inclined yourself. But small changes like increasing recycling can feel more doable and less 'full-on' for everyone, and there's never a downside to improving our environment – or to making young people feel more secure and optimistic about the future.

“ The aim is not to turn everyone into eco-warriors ”

want to see. Starting green initiatives that centre your students enforces the idea that their voices matter; it teaches us that we can make change.

I was delighted to see that almost



# THE REVIEW

## NAYLOR'S NATTER

**Author:** Phil Naylor

**Publisher:** Bloomsbury Education

**Publication date:** 21 July 2022

**ISBN:** 1472992466

**Reviewer:** Frank Norris, chair, Blackpool Education Improvement Board

Colleagues who teach in areas of significant economic and social challenge get used to initiatives landing from afar that appear good on paper – but don't work out so well in their context. They are also familiar with their effectiveness being judged from afar without first-hand evidence. On top of that, they often contend with the lazy assumption that they are not open to evaluating research to improve their practice.

*Naylor's Natter* dispels this narrative. The book has its origins in the podcast of the same name, which started in early 2019 to extend the reach of the work of the Blackpool Research School. During the pandemic, the podcast began to take on greater importance as teachers downloaded episodes that included eminent guests such as Dame Alison Peacock, E. D. Hirsch and Professors Becky Allen, Michael Young and Guy Claxton, as well as local experts such as Stephen Tierney and Simon Cox.

What Naylor has done here is to corral these hundreds of hours of conversations with over 150 guests into key themes such as leadership, behaviour and professional development. And he has done so with a direct and engaging style that stays grounded in the reality of working in a challenging area and never under-estimates the importance of context in evaluating a way forward.

In some instances, the examples are pretty obvious. That professional development 'should be sustained over time' is a particular no-brainer. But when you delve into the detail, there are always astute observations, such as David Weston's warning that 'learning is not the same as listening to people sharing great ideas' – a clear invitation to question the easy allure of

keynote speakers and consider whether a CPD book club might not be a more effective way of driving change.

Each chapter focuses on broad recommendations that act as an operational guide for senior leaders and those aspiring to such roles. And in a novel approach that has been revelatory for me, each is complemented with a QR code linking to a relevant podcast episode – a clever way for the author to keep the book succinct and focus on the practical, while giving readers quick access to exploring each one in greater depth.

Sadly, Phil Naylor hasn't been able to resist some over-simplification.

Each chapter ends on *Naylor's Nuggets*, pithy summaries that are too narrow in focus and lack the nuance that comes through strongly in other parts of the book. For example, his preferred practice around the use of mobile phones is clearly to ban them, and schools that don't share that preference won't find any help for adopting alternative approaches and managing them with staff and the wider community.

But this book doesn't profess to be an academic study, and taken together with the podcast, it is more than a set of recommendations from and for school and system leaders; it is also a fascinating record of a transformative time for educational leadership itself. The author and guests identified these changes in real time – from the old normal to 'the Blitz spirit of the early months', to 'last-minute adaptations during partial closures' and beyond.

No one better captures that shift in mindset than Aziza Ajak, a vice-principal in East London, who describes how she managed to protect the most important elements of her role, which were

BOOK

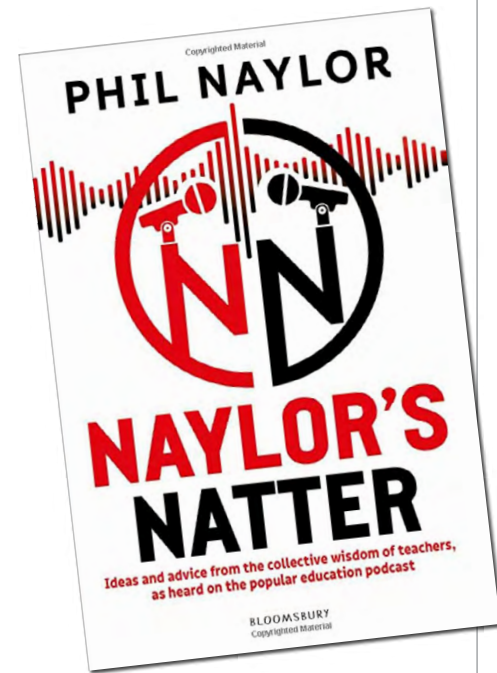
TV

FILM

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EVENT

RESOURCE



largely the face-to-face ones.

What sets this book apart is its accessibility. Being able to hear directly from an eminent researcher or local headteacher about an issue adds greatly to what are often complex matters. For my part, I've found myself clicking repeatedly on the QR code to Prof Becky Allen's talk about 'mechanisms within schools that are quite probabilistic rather than deterministic' and how this leads to projects being destined to over-promise and under-deliver.

Whatever the issue that's relevant to you, you're likely to find an equally thought-provoking podcast to listen to in a book that flows easily and avoids over-complication as a result. It's a formatting *tour de force*. And best of all, it is rooted in real experiences throughout. I would welcome a second volume – albeit with fewer nuggets and a little more contrast.



Rating



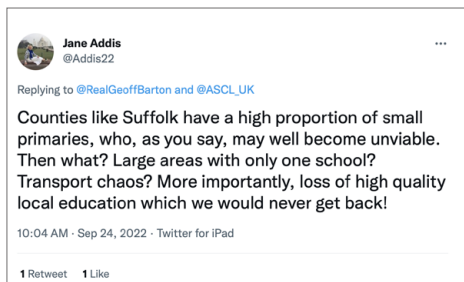


### THE FUTURE OF SMALL SCHOOLS

It's been a grim week for small primary schools. Online conversations between leaders of these unique settings were already lamenting the particular difficulties of subject leadership, when new analysis revealed that they were five times likelier to be rated inadequate by Ofsted.

Questions are being asked about whether the framework is fit for purpose. But there was little time to dwell on this punishing accountability before the mini-budget overshadowed the conversation with an even worse prospect.

ASCL's Geoff Barton warned that small schools could become **'financially unviable'**, leaving colleagues who wouldn't want to work anywhere else wondering what the future holds – and why no one else appears to see what they see about the education they provide.

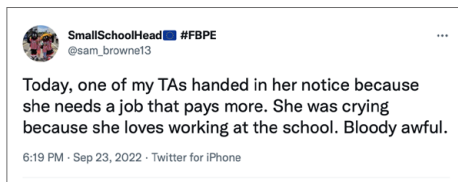


### SUPPORT STAFF IN SCHOOLS

Staying with financial concerns, **National Teaching Assistant Day** was celebrated just over a week ago and raised the age-old and ever-more-pertinent question of TA pay.

According to the latest figures, 96 per cent of headteachers believe TAs add value to their schools. In truth, some schools would say they couldn't function without their support staff, who are **highly skilled and severely underpaid**. But the number of vacancies for support staff in schools grows ever higher as more and more staff look to find jobs that pay more, and each departure is devastating to the school community.

Sadly, pay rises set out by the government



are unlikely to stem the flow, as school leaders try to balance the books with no additional funding for them. The result is that we run the risk of losing more of these valued colleagues.

### ATTENDANCE IS EVERYONE'S RESPONSIBILITY

And finally, as we look to get 'back on track' after the inconsistencies of the past two years, many schools are discussing how they can improve attendance and get more children and families fully engaged in school life. This brilliant blog by Ed Watson helps clarify thinking behind this, goes into detail about why, and suggests a tiered approach.

Sharing responsibility with staff and families around the number of days missed and the impact it has can be a really powerful message. Older pupils would be, I'm sure, fascinated to know that regular attendance means missing no more than nine days of school per academic year. Watson's idea of teachers keeping tabs on attendance on a class list is a quick and handy way to monitor that impact, and good evidence to pass onto attendance and pastoral leads to pick up with parents.

Watson's other suggestion of engaging others such as local doctors' surgeries and dentists to schedule children's appointment during holidays and outside school hours

could also make a huge difference.

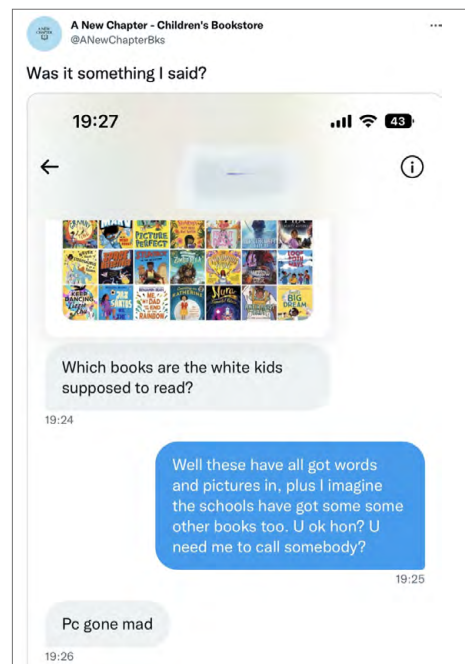
This does all, of course, come with the caveat that primary-aged pupils aren't responsible for getting themselves to school. Sharing this level of information with parents could have the opposite effect of justifying the occasional a day off for a birthday or a runny nose if their attendance is otherwise good. A difficult balance to strike as we wrestle with Covid's long tail.

### BLACK HISTORY MONTH

With days to go until the start of Black History Month, lots of schools are prepping by asking staff to put together overviews of Black leaders, celebrities, etc. The theme this year is 'Time for change. Action not words' and some schools are struggling to find meaningful and supportive resources to add value to their curriculum. As always, there are fantastic colleagues out there **willing to share**.

But it's worth considering that real change would be embedding Black history into the taught curriculum so that BHM doesn't cause colleagues to go looking hastily for resources annually. Black history should be part and parcel of what is taught to all children, a point well made by key stage 3 teacher, Tanisha Hicks-Beresford in this episode of the **'Not another education podcast'** published this week by Twinkl.

Some out there evidently still struggle to comprehend what this month is about, and schools must be challenging them as strongly as this independent bookshop did this week.



# The Knowledge

What we've learned about schools and their communities this week



JL Dutaut picks out a selection of this week's interesting research publications and findings for the evidence-informed professional

## Compulsory SRE - one year on

Out Wednesday, marking a year since a new sex and relationships education curriculum became compulsory, a joint NASUWT and NSPCC survey revealed the level of challenge remaining to its implementation.

Of 1,034 secondary school teachers surveyed, 98 per cent said they felt SRE was important to creating a culture of safeguarding in their school. Yet 46 per cent said they didn't feel confident to deliver it, and over a quarter (26.4 per cent) said they were not confident about answering difficult or sensitive questions in lessons.

Sexuality and gender identity (39.69 per cent), pornography (40.45 per cent) and intimate and sexual relationships (30.4 per cent) were the three topics teachers most reported having no confidence in teaching.

More worryingly for a compulsory element of the curriculum, 91.62 per cent of those surveyed felt support from government to deliver SRE was less than good, with 57.21 per cent rating it as poor. With last week's call from the National Crime Association to work together to tackle a rise in online harms relating to relationships and sexual abuse, there's evidently a long way to go before the new curriculum delivers on its promise.

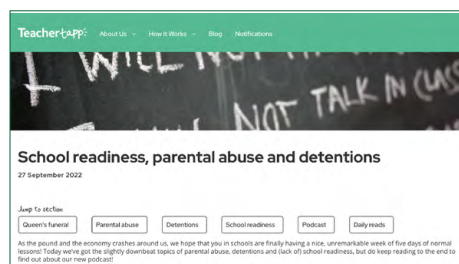
The NCA is promoting its resources and support for schools, and the NSPCC has joined them this week with their own package, Talk Relationships. The charity is also calling on Kit Malthouse to prioritise new guidance and support materials for this important part of the curriculum. Perhaps a word in the ear of the new Oak National Academy.

## Parental abuse

Amid this week's other findings, Teach Tapp's data revealed a growing problem of parental abuse. Three years ago, six per cent of Tappers reported having been threatened or subjected to abuse on social media in the past 12 months. This year, that's up to 10 per cent. Factoring in in-person abuse, nearly one-third (31 per cent) say they've experienced it.

It's worse still for headteachers, a whopping 73 per cent of whom report having been on the receiving end of abusive behaviour. Teacher Tapp report that primary teachers (perhaps because they have more playground contact with parents) are more likely to suffer this, as well as those serving the most deprived communities.

It's all a far cry from the community cohesion schools spearheaded during lockdowns – and perhaps a further symptom of the collapse of other family support services.



## A good childhood

The always seminal *Good Childhood Report* by the Children's Society was published as we went to print last week and its key findings this year make for grim reading. UK children's happiness with their lives continues to decline, and happiness with school and schoolwork is significantly lower among children in lower-income households.

But while 85 per cent of parents and carers are concerned about the impact of the cost of living crisis on their family over the next 12 months, there is some good news for schools.



On average, though children (aged 10 to 15) were least happy with how much they are listened to in school, they were most happy with how safe they feel there.

The socioeconomic context may not lend itself to increasing anyone's happiness, but a place of safety is a port in a storm – and a launch for recovery when the clouds part.

## Snatch some milk

Finally, this Wednesday marked World School Milk Day, and the School and Nursery Milk Alliance (SNMA) analysed the latest available data from the Department of Health and Social Care, and the Rural Payments Agency, revealing that on average, England provided 13 portions of milk per primary school-age child per year, compared with 38 in Wales.

Wales, of course, continues to provide free milk for all children in key stage one, rather than just subsidising it – which may explain the gap. Indeed, the SNMA thinks the biggest problem is that "far too many schools are unaware of the different available programmes that could be giving their pupils free healthy milk".

These include DHSC's *Nursery Milk Scheme* (providing free milk to children under the age of 5) and DEFRA's *School Milk Subsidy Scheme*, providing subsidised milk for all pupils between five and 11 who attend Ofsted-registered schools.



Click the subtitles to access all the original research. (Opens in a new tab)





Week in

# Westminster

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



## FRIDAY

"At last."

The education secretary Kit Malthouse echoed the words of Etta James in response to the chancellor's mini-budget, which offered a series of tax cuts that will disproportionately benefit the wealthiest whilst allocating no extra money to schools.

Of course, as we now know, the impact of the fiscal event has been 100 per cent positive for the British economy, and we are all looking forward to sunlit uplands as the fruits of the announcement trickle down into the pockets of those who most need it.

School leaders warned this week some settings may even become unviable without government help. But that can't possibly be true. Because Kit Malthouse thinks it's all going to be fine.

"At last."



## MONDAY

There's a growing consensus that the use of on-screen assessments in England is "inevitable", but an exam board leader sought to manage expectations this week

about how quick and widespread the reforms will be.

In a Labour conference fringe, Colin Hughes, the chief executive of AQA, predicted boards still needed to spend two to three years on "feasibility work" before confirming when certain components will move on-screen.

But that date has to be "realistically, three years" later, because teachers and students need to know about the assessments for "their full GCSE". It will then take another five to six years to "carry that through across the range", Hughes said, predicting a "10-to-12-year programme here".

The jury is currently out on whether civilisation will even make it that long given increasing likelihood of nuclear oblivion.

Hughes even added: "And at the end of that, we will still have an awful lot of pen and paper examinations. My personal view is we will not go to lock stock and barrel on-screen. I don't think that will happen."

But asked by *Schools Week* about discussions with government, Hughes insisted he was "not going to give [us] a headline about what ministers or the chief regulator and privately said to me - that's not going to happen".

Fortunately, there have been no shortage of other headlines about AQA this year, following blunders over exam advance information and an ongoing strike by staff...

\*\*\*

In a scathing letter to the education secretary demanding action to improve children's services following the deaths

of Star Hobson and Arthur Labingjo-Hughes this week, the Parliamentary education committee accidentally questioned the wrong council official's competence.

The letter initially read: "When we took oral evidence from them, there were several things said by both Mr Browne and Ms England which led us to question whether they are best placed to continue to lead and oversee the state of Children's Services in both authorities".

The committee hastily issued a correction, stating it had intended to refer to "both Mr Page and Ms England". Oops!

## TUESDAY

ASCL general secretary and former 'maverick head' Geoff Barton has announced he's standing down from the role in 2024, a full three years before his second term comes to an end.

Barton simply said it "will be the right time for our Association to have a new leader with a fresh approach".

Hmmm. With Labour currently set to get the keys to Number 10 that year, *Week in Westminster* would bet its mortgage (LOL, joke: of course we can no longer afford one like most other first-time buyers) that the outspoken ex-union leader will/has been asked to give them a hand...

It's not unusual for Labour to send supportive ex-union barons into the upper house. Take Baroness Blower for example, who became a peer after standing down from her NUT role.

Might we see the ennoblement of Lord Barton of Bury St Edmunds?

# Governance and Policy Lead

**Salary Range: Grade 10, Point 36 - Point 42 (£40,578 - £46,662)**

**Hours: 37 hours per week, 52 weeks contract with annual leave entitlement (no of days dependant on length of service) This role involves evening and flexible working. We will consider job share roles or term-time requirements**

**Location: Central Trust Office and all academies**

**Responsible to: Deputy Chief Executive Officer**

**Responsible for: Governance Professional**

The Directors of Exceed Learning Partnership are looking to appoint an enthusiastic, forward thinking and dynamic individual to join our trust in the new post of Governance and Policy Lead. The successful candidate will be responsible for the Governance Professional and work with the Board of Directors, Local Governing Boards, Executive Leadership Team, Central Team and the academies senior leadership teams to design, implement and support the highest quality governance across the Trust.

The role will ensure that all layers of Exceeds governance arrangements operate as a coherent whole. This strategic position is responsible for ensuring that the Trust and all the academies are compliant with regulatory requirements, whilst consolidating local arrangements that provide robust challenge and support for academies.

The post holder will be the lead in the Trust for ensuring high standards of governance including the smooth and efficient administration of the Directors Board and its Committees, as well as advising the Chair of the board on governance process and practice.

The post holder will oversee compliance with regulatory and legislative requirements, ensure the Board's decisions are acted upon and at all times they are in accordance with the Memorandum and Articles of Association, and continue to provide public benefit.

At academy level, the post holder will be proactive and creative in identifying where governance is working well but also where interventions may be required. They will build strong relationships with Principals, Chairs and National Leaders of Governance, ensuring governance at each Academy is fully 'Ofsted-ready'. As the Trust's Governance and Policy Lead, the post holder will design and rollout a professional governor-training programme, and lead on governor recruitment and retention, with a licence to be innovative in attracting high calibre volunteer.

The post holder will need to provide leadership as well as operational management; they will be innovative and creative in developing

system-leading governance across the trust, whilst also ensuring statutory and regulatory requirements continue to be met. In addition to this, they will be an expert on the theory and approach to governance with the ability to implement and safeguard high standards of challenge and support;

**The ideal candidate will have:**

- A record of outstanding and inspirational strategic leadership
- A strong background in Governance and Policy development
- The drive and commitment to improvement

**The Governance and Policy Lead will work closely with:**

- CEO and Deputy CEO
- Governance Professional
- Trust Central Team
- Academy Principals and Leaders
- Directors and Local Governing Bodies
- Local Authority, Department for Education and other educational partners

**The Trust will offer:**

- A dynamic, driven and supportive team of colleagues across the Trust
- A comprehensive programme of professional learning opportunities
- A commitment to providing the very best possible opportunities for the pupils and people within our Trust.

**Prior to applying:**

If you are unclear about any aspect of the application process or you would like any additional information about Exceed Learning Partnership or the role, then please contact:

Mr A Hibbitt: [coo@exceedlearningpartnership.com](mailto:coo@exceedlearningpartnership.com)

Application is by application form and must be sent: [bfso@exceedlearningpartnership.com](mailto:bfso@exceedlearningpartnership.com)



**Exceed Learning Partnership**

• EVERY CHILD • EVERY CHANCE • EVERY DAY •

**Closing Date for Applications:  
Wednesday 2nd November (Midday)**





# Serenity School

## Moral Purpose:

At Serenity Education we are dedicated to meeting the academic, therapeutic, and vocational needs of our students. Our mission is to create, adapt, and implement functional curricula necessary to meet the diverse individual needs of our student population and increase current and future independence.

### We are recruiting for the following:

**Mathematics Teacher**  
**English Teacher**  
**Primary Teacher for SEND**  
**SEN Teaching Assistants**  
**Design Technology Teacher**

## Aim:

To holistically promote Inclusion, Independence, and Self-worth in all areas of school life.

## Vision:

We are intrinsically humanistic in all of our approaches. Serenity School by virtue of its name has been established as an independent schools' group with the sole purpose to nurture, care and eliminate barriers that harm and prevent natural childhood development that are commonly associated with vulnerable children and their families. These barriers can potentially ruin life chances of young people who are not accessing education or do not feel included in school and their communities. Through a multi-disciplinary approach, we effectively address the root causes of underachievement, lack of self-worth, and an unmanageable lifestyle using our Socio-Education Model.

We offer a unique, life changing education experience by delivering a curriculum that is differentiated to the demands of each student's educational needs, delivering academic outcomes whilst also supporting them successfully through Personal, Social, Health Education that can be significant limiting factor in their lives. We do this successfully by offering a three-tier curriculum to meet a wide range of ASD and related needs.

## Three facets of inclusion within our schools that make us unique -

Inclusion has many forms but one principle, the right of a person to have the same opportunities and respect as anyone else.

1. Responding to need for each and every individual pupil
2. Providing opportunity and support to both the pupil and the family as a unit
3. A sense of identity for each pupil – Our schools ensure that children who follow their personalised curriculum leave school with a strong identity and a sense of who they are, why they are as they are and the impact that this has on their families and their lives. It also helps them to understand how they see themselves, their families, and the wider world.

Maximising individual achievement is central to the purpose of Serenity School. Inclusion is the common thread woven into this narrative. It shows in the exceptional efforts made to help children and young people in our schools rise above their difficulties through highly skilled teaching, therapy, and care that we have built into our overall curriculum offer at all key stages.

At our schools, we offer outstanding opportunities, experiences, and support. Each one offers state-of-the-art learning resources, specialist facilities and qualified experienced staff and as our young people learn and grow, we encourage our team to develop too.

As Serenity Schools grow into three schools, we continue to talent spot and identify talented teachers and other professionals. You will be energised by the chance to lead and/or facilitate learning and teaching in a diverse school community. Serenity School is an Integrated Therapeutic Learning Centre, which provides a high level of education, therapeutic support, and care. Each school caters for up to 200 pupils and serves the need of Southeast England and its local boroughs.

You will bring real passion for what you do, coupled with an understanding of the potential challenges that surround working alongside children with ASD and related SEND. This will ensure you aspire to deliver the best outcomes for our young people. In doing so, working together to maintain a consistently good offer in your classroom and beyond.

## Rewards

We offer a competitive salary that is among the best in our sector, pension scheme, full independent school holidays and membership of an occupational health scheme.

*Serenity School is committed to safeguarding and promoting the welfare of its young people. This post is subject to an enhanced DBS check. We are an equal opportunities employer welcoming application from all sections of the community.*



**City of Norwich School**  
An Ormiston Academy

## Deputy Headteacher

Leadership Scale points L20 - L24

Actual starting salary: £67,364

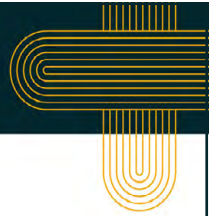
Permanent post, Full time

The appointed Deputy Headteacher will be an exceptional strategic thinker with senior leadership experience, highly effective management skills and a team player with strong intellectual abilities. A charismatic, visible leader, they will inspire exemplary staff, and engage students, parents and other external stakeholders to ensure CNS achieves its aim of 'Excellence in All'.

We are rated 'Good' by OFSTED, with high expectations for all its staff and students. We offer a broad, well-designed curriculum, teachers have strong subject knowledge and students with additional needs receive strong support. The KS5 curriculum ensures students learn what they need to be successful in their next stage and develop deep knowledge about their subjects beyond the remit of the formal examinations.

Starting 1st January 2023 or Easter 2023

**GORSE**



## Chief Financial Officer

Director 65, £77,014 - £84,715 (pay award pending)

We are seeking to appoint a Chief Financial officer (CFO) who will have strategic responsibility for all aspects of Trust finance. Delivering operational rigour and high-level direction, the CFO will play an integral role in supporting the growth and development of The GORSE Academies Trust and ensure it continues to be financially sustainable. The CFO will provide insight into commercial decision making and operationally will provide strong financial leadership and guidance.

We believe this is an exciting opportunity for someone who shares our vision and has an excellent track record of relevant senior financial management and strategic leadership experience, with the personal qualities necessary to influence our continuing drive for the highest quality service delivery

For more information and to apply for this role please visit:  
**Chief Financial Officer ([tgat.org.uk](http://tgat.org.uk))**

**Closing date for applications:**  
**Tuesday 11th October 2022 (9am)**



**Leeds Mathematics School**

## Principal

Location: Leeds

Start date: January 2023 (or as soon after)

Leadership Scale point: L36-L42

The GORSE Academies Trust, one of the highest performing academy trusts in the country is opening a unique sixth form, providing a specialised curriculum for students who have a passion and flair for Mathematics. We are seeking to appoint an exceptional senior leader with a proven track record in a secondary or post 16 setting, with the vision to drive the strategic direction and development of this school. Our standards are high and we expect our new Principal to lead our continuing drive for excellence whilst demonstrating passion and integrity. The role offers a unique opportunity to play a key role in the establishment of a new school that will have a high profile both locally and nationally.

For more information or to apply please visit  
[www.tgat.org.uk/jobs/](http://www.tgat.org.uk/jobs/)

Closing date: Friday 14 October 2022 at 12.30pm



**THE DEEPINGS SCHOOL**

## HEADTEACHER

Location: Peterborough

Contract type: Permanent | Hours: Full time

Start date: January 2023

Salary: Group 7 (L34 - L40) depending on experience

Anthem Schools Trust is seeking an exceptional individual to lead The Deepings School forward into the next chapter of its exciting journey. It is looking to appoint a Headteacher with a proven track record at either Headteacher or Deputy Headteacher level. As a senior leader in our organisation, the post-holder would be expected to embrace Anthem's values of integrity, collaboration and excellence and work closely with other schools across the Trust, whilst enjoying the autonomy to further develop the school's distinctive ethos.

Discover more about this exciting opportunity at  
[www.anthemtrust.uk/jobs-headteacher-deepings](http://www.anthemtrust.uk/jobs-headteacher-deepings) or contact [recruitment@anthemtrust.uk](mailto:recruitment@anthemtrust.uk)

Find out more about The Deepings School at  
[www.deepings.anthemtrust.uk](http://www.deepings.anthemtrust.uk)





## Oxford Spires Academy



### Principal

**Oxford Spires Academy | Location: Oxford**  
**NoR: 1,330 (including 228 in Sixth Form)**  
**Contract type: Permanent | Hours: Full time**  
**Start date: January 2023**  
**Salary: Group 7 (L34 – L40) depending on experience**

Anthem Schools Trust is seeking an exceptional individual to lead Oxford Spires Academy forward into the next chapter of its exciting journey. It is looking to appoint a Principal with a proven track record at either Principal or Deputy Principal level. As a senior leader in our organisation, the post-holder would be expected to embrace Anthem's values of integrity, collaboration and excellence and work closely with other schools across the Trust, whilst enjoying the autonomy to further develop the school's distinctive ethos.

Discover more about this exciting opportunity at [www.anthemtrust.uk/jobs-principal-osa](http://www.anthemtrust.uk/jobs-principal-osa) or contact [recruitment@anthemtrust.uk](mailto:recruitment@anthemtrust.uk)

Find out more about Oxford Spires Academy at [www.oxfordspiresacademy.org](http://www.oxfordspiresacademy.org)



**THE BAY CE SCHOOL**  
 Believe • Inspire • Excel



## Assistant Headteacher (Primary)

**Leadership scale 3-7 (£44,331 - £49,019)**  
**To commence January 2023**

We are looking to appoint an inspirational, enthusiastic and creative leader and teacher to join our school as Assistant Headteacher from January 2023.

**We are looking for an Assistant Headteacher who:**

- has the highest expectations and standards of themselves and others;
- is someone who has the ability to inspire and engage children, and work with staff in the continuous drive for improvement;
- is passionate about learning;
- is committed to improving standards;

- will respect and promote our school's Christian values; and
- will be trustworthy, honest and open yet with a good sense of humour.

Visits to the school are welcome. For more information or to download an application pack please visit our website [bayceschool.org](http://bayceschool.org) or contact [recruitment@bayceschool.org](mailto:recruitment@bayceschool.org)

**Closing date: Friday 7th October 2022 at 12 noon**

**Interviews: Thursday 13th and Friday 14th October 2022**



**THE BAY CE SCHOOL**  
 Believe • Inspire • Excel



## Head of Department PE (Secondary)

**Main Teaching Scale plus TLR allowance**  
**To commence January 2023**

An exciting opportunity has arisen for an engaging and enthusiastic Head of Department PE.

The successful candidate will be responsible for leading the PE department and ensuring high standards of teaching and learning. If you are an experienced PE practitioner ready for a role with leadership responsibilities, we want to hear from you!

The successful candidate will be passionate about their subject area; demonstrate experience of achieving positive outcomes for

students; have excellent subject knowledge and be able to teach effectively across the age and ability ranges.

Visits to the school are welcome. For more information or to download an application pack please visit our website [bayceschool.org](http://bayceschool.org) or contact [recruitment@bayceschool.org](mailto:recruitment@bayceschool.org)

**Closing date: Friday 7th October 2022 at 12 noon**

**Interviews: week commencing 10 October 2022**



## Deputy Head for Quality of Education

**Leadership Scale point: L22-L26**

We are looking to appoint a permanent Deputy Head for Quality of Education at Tiverton High School, Devon.

The successful candidate will strategically lead the quality of education across the school by ensuring the delivery of an outstanding curriculum which enables all students to make strong progress, including in reading, as well as supporting the developments of learning within the wider federation.

As a lead professional, you will be a role model of the highest order, providing high quality leadership and management for students and staff alike. You will be unfailingly solution focused and positive in your outlook as you seek to implement change, make the change 'stick' and take others with you.

We are committed to safeguarding children and will seek references and an enhanced disclosure and barring check.

**Closing date : 3rd October 2022, 12pm**