Course limits leave trainees out in the cold

SOPHIE SCOTT
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Chaotic, shambolic and unethical – three words used to describe the government’s newly imposed cap on university teacher training courses.

In the past week, higher education institutions (HEIs) have been banned from recruiting trainee PE teachers for next year. Recruitment for history teachers was expected to halt yesterday.

The move has left many prospective teachers with no alternative to school-based training.

Government imposed “caps” have been placed on the number of trainees HEIs can recruit next September in a bid to provide “moderate growth” in school-led training routes, such as School Direct (SD) and SCITT.

When universities reach their cap they are supposed to encourage remaining applicants to apply for training places within schools.

Professor John Howson, an education statistician who runs job website TeachVac, said the situation was a “shambles”, adding: “It does not seem like the implications have been thought through and the new system appears to have been invented on the hoof.”

Initial teacher training (ITT) figures for this year, released last Thursday, show universities continue

Continued on page 3
**NEWS: SPENDING REVIEW**

**EDUCATION SUPPORT GRANT SLASHED £600M**

**FREDDIE WHITTAKER**
@FCDWHITTAKER

Academies will lose tens of thousands of pounds and support services in council-maintained schools will dwindle as the government cuts almost 75 per cent of the education services grant (ESG).

George Osborne said on Wednesday that the ESG would be targeted for £600 million of efficiency savings and that councils’ roles in “running” schools would be reduced as statutory duties were removed.

The ESG, which this year cost £822 million, is currently paid to councils and academies at a rate of £8.77 per pupil. It is not ring-fenced and is often used to pay for functions such as payroll. It is not yet known how the reduced grant will be distributed.

The cut was one of several key announcements on Department for Education future spending, and has led to worries about the future of “essential” support services.

The general secretary of the National Association of Headteachers, Russell Hobby, warned that a “fixation with ever greater autonomy” would not help build capacity and sustain improvement.

“Th...
Universities shut their doors to history and PE trainees

**SOPHIE SCOTT @SOPH_E_SCOTT**

to be the preferred route and that school-based routes are undersubscribed. The first axe fell on PE trainees. The government wants to recruit 999, but HEIs can only recruit 397. They have met this cap, with many applicants already booked for interview now turned away.

School routes for PE have so far only recruited 185 trainees, although 602 are needed.

History was expected to reach its cap yesterday. More than 90 per cent of places were filled by Wednesday. HEIs have already offered twice as many places as undersubscribed school-led providers. It is expected that bans will next be imposed on English and primary applications.

Alison Kitson, senior lecturer in history education at the UCL Institute of Education, said: ‘The impact is enormous. Applicants have been keen and they will be extremely disappointed as they are strong candidates’. UCL IoE was now bringing interviews forward, she said, and was even flying an applicant over from Saudi Arabia for an interview today. Ms Kitson said interviews taking place after the cap would be offered waiting list places.

The situation has been made more difficult after the National College for Teaching and Leadership (NCTL) failed to send emails to providers when subjects reached 50, 75, 90 and 95 per cent of their targets. PE departments were only told when the cap reached 75 per cent capacity – and recruitment then closed overnight without warning.

The Department for Education (DfE) told Schools Week it would only keep providers informed ‘wherever possible’. An email sent to HEIs last week said: ‘Due to the very high volume of offers and acceptances within the last 24 hours we have been unable to provide you with 90 per cent and 95 per cent warnings.’

James Noble-Rogers, executive director of the Universities Council for the Education of Teachers, said the lack of communication resulted in applicants being turned away from interviews.

‘It is unethical to treat prospective teachers in this way. Some have been turned away from scheduled interviews because insufficient notice was given of the recruitment cap being applied. ‘Others have lost out because NCTL did not allow enough time for offers that were already in the system to be processed. ‘The situation would have been much more manageable had NCTL not attempted to rig the market by constraining trainee choice and placing a wholly artificial cap on HEI recruitment.’

The DfE said the caps were introduced ‘in response to feedback from the sector’ and gave providers more freedom and prevented over-recruitment.

More detailed analysis of the ITT market can be found on pages 8 and 9.

**TRAIN TICKETS BOOKED, INTERVIEWS CANCELLED**

Imagine Sam, who wants to be a secondary school history teacher, and would like to study for a postgraduate certificate in education (PGCE) at a university.

Sam has applied via UCAS, at a cost of £23, and wants to gain the PGCE at either the University of Sheffield, Durham University, or the University of Hull. Sam has been offered interviews at each university.

Sam, who lives in Newcastle, has booked trains to get to each interview, which has cost more than £100. Each interview is due to take place in the next couple of weeks.

Today, the National College for Teaching and Leadership emails all university providers telling them universities have met their cap and must immediately stop recruiting for history.

Where does this leave Sam? The three universities that have offered Sam interviews will not be able to offer a place – or they will face either recruitment controls, reduced allocations for future intakes, or withdrawal of accreditation.

Sam will have to find a place on another route; either through School Direct (salaried or fee-paying) or a SCITT.

Or, if Sam is determined to gain the PGCE via a higher education institution, then another of year of waiting will be on the cards and Sam will have to re-apply next year – losing out on the UCAS fee for application, and the money spent on train tickets for interviews.

Global test centres for would-be teachers shelved

**SOPHIE SCOTT @SOPH_E_SCOTT**

Plans to open worldwide test centres for would-be teachers have been halted — while candidate numbers have dwindled in those already open in Europe, Schools Week can reveal.

Prospective teachers are required to sit professional skills tests in numeracy and literacy before starting an initial teacher training course.

At present prospective trainees can sit the tests at three overseas sites, in Paris, Madrid and Frankfurt.

Takento a computer, the tests, which can also be taken in 55 locations across England, are administered by training company learndirect under a government contract worth £2 million.

As part of that contract, agreed last year and seen by Schools Week, the Department for Education (DfE) requested learndirect open more sites abroad this autumn.

The contract said: ‘The contractor [learndirect] notes the authority’s (DfE) requirement for additional international provision in the following regions: Middle East, Africa and the sub-continent (possibly Dubai); Asia (possibly Singapore or Bangkok); Latin America (Ibc).’

It suggests the DfE expected 600 ‘test attempts’ per subject. A candidate can attempt the test three times; the first time free.

The DfE also wanted additional UK provision for the skills tests in the Channel Islands and the Isle of Man, which were tabled for launch “before autumn 2015”. The plan was for these to be delivered through a “portable test centre delivery model” that would travel between sites.

However, Schools Week has discovered these plans have not been pursued. The DfE said centres were opened where there was ‘sufficient demand’, something that was ‘constantly reviewed’.

As the teacher shortage bites, figures released to Schools Week through a Freedom of Information request show how the numbers of test candidates have dwindled in the European centres. Between September 2013 to August 2014, nearly 2,000 (1,972) tests were taken at the three overseas centres.

Since last September, however, just 354 tests have been taken, an 82 per cent drop.

Schools Week revealed in September that more than 18,000 teachers left England last year to teach in international schools. By contrast, government figures show just 6,172 overseas teachers qualified to teach in England last year.

The general secretary of the Association of Teachers and Lecturers, Mary Bousted, said this was proof teaching in England was becoming unattractive.

‘There is a ticking time bomb; teachers’ salaries remain uncompetitive, teacher recruitment gets worse and worse, so it doesn’t surprise me that the number of people taking the tests abroad has fallen and expansion plans have been halted.

‘Obviously, teaching in England and the UK is not proving to be attractive. This is part of the evidence that there is a recruitment crisis, and not a ‘challenge’ as the government puts it.”

A Department for Education (DfE) spokesperson said the skills test was “vital in helping to maintain our world-class teaching profession.

‘Schools have always been able to recruit teachers from overseas. Outstanding teachers are in demand across the globe and where schools wish to recruit from overseas we want to ensure they are able to do so from those countries whose education standards are as high as our own.”

The skills test contract will be held by learndirect until 2019. The company refused to answer Schools Week’s questions and directed enquiries to the DfE press office.
Vocational free schools not impacting as expected

Oxfordshire County Council told Schools Week it expected the impact on places at existing schools to be "relatively limited".

A spokesperson added: "The population in Didcot will expand significantly in the coming years with the growth of the Great Western Park development. A further 1,200-place secondary school is being planned to address this need."

In Manchester, an impact report completed ahead of the opening of the Greater Manchester Sustainable Engineering UTC claimed four schools in the Oldham area would be affected.

One year on, an Oldham Council spokesperson said the UTC had drawn pupils from "all 12 secondary schools" in the area, adding: "It has not been pupils from one particular school or one type of school."

The UTC had "relatively low" numbers, with 47 pupils currently in year 10 and the same number in year 11. "Due to the significant pressure on school places we have in Oldham, the impact on schools has been minimal. As soon as a pupil leaves to go to the UTC, we are able to allocate another pupil a place at that school."

Schools Week analysis also reveals that fears UTCs would recruit disproportionate numbers of disadvantaged pupils appear unfounded.

The latest data shows more than two thirds of the 30 UTCs open last year had fewer pupils eligible for free school meals (FSM) than the national average for secondary schools.

The UTC with the highest rate of FSM eligibility, Hackney (37.8 per cent), closed this summer after poor Ofsted ratings and financial difficulties.

Mary Bousted, general secretary of the Association of Teachers and Lecturers, questioned the rationale in some of the documents.

She pointed to one report stating that Sheffield UTC was expected to have a "high" impact on nearby Sheffield Springs Academy, which has a 20 per cent surplus of places.

"The report’s rationale for opening a UTC near a school which is only 60 per cent full is that, although this school has a satisfactory Ofsted rating, there is a lot of room for improvement and its GCSE results aren’t very good."

"The implication is that the UTC will provide an alternative to this failing academy for local students. Is the government using UTCs to solve the problem of failing academies?"

Charles Parker, chief executive of the UTCs umbrella organisation, the Baker Dearing Educational Trust, said: "UTCs are sub-regional which means their catchment areas are typically much larger than for other new schools."

"They generally recruit from a large number of schools and their distinct STEM-related offer usually appeals to a small number of children in each school."

CAMPAIGNERS QUESTION £1M ‘TUTOR-PROOF’ 11-PLUS TESTS

Durham University has earned at least £1 million for 11-plus tests brought in by local authorities to diversify grammar school intakes – despite accusations that there is no evidence to back up claims that they minimise the impact of tutoring and promote fairer access for pupils.

Documents released last week reveal the Centre for Evaluation and Monitoring (CEM) at Durham has generated £1 million from its new "tutor-proof" tests.

However analysis by campaign group Local Equal Excellent found the tests introduced in Buckinghamshire schools have made little difference to the number of state school primary pupils accessing secondary grammars.

Using data on success rates in the county – where all children sit the 11-plus – the group found the "tutor-proof" test made no difference to the large gap between pass rates of pupils from poor and wealthy areas, with the worst results among children on free school meals.

CEM has said it is too early to judge the test’s social impact, but the report has led to questions around the "tutor-proof" claim.

"The university has rebuffed attempts by campaigners to extract potential evidence for the claims under the Freedom of Information (FOI) Act, including pilot test data and analysis. Its decision has been upheld by the independent Information Commissioner’s office (ICO), which adjudicates on such matters."

The ICO ruled that releasing the information would prejudice CEM’s unique selling point – its method of setting and scoring – which "made the test more resistant to coaching influences and question spotting".

The report said the university had shown ways that tutors could manipulate the information if they were to learn facts about the test methodology held within the documents.

Peter Lockley, the ICO adjudicator in charge of the case, wrote: “There is public interest in protecting the methods by which CEM is attempting to deliver a fairer testing system, since divulging them would compromise a worthwhile experiment, before it had been given a fair chance to succeed.”

But Rebecca Hickman, an education consultant who helped to compile the Local Equal Excellence report, told Schools Week: “CEM should either publish their evidence or stop making claims that have no basis in fact."

"If they refuse to [publish their data], then we have every reason to be suspicious of their claims."

"CEM are, after all, part an educational institution who believe in certain standards of academic rigour – yet at every turn they are obstructing any kind of independent scrutiny of their so-called evidence."

Dr Susan Stothard, head of assessment development at CEM, said the university did not claim that its tests were "tutor proof", but developed to minimise the impact of "additional coaching".

She said test questions required problem-solving and interpretation of novel information, rather than "simpler questions that can be answered through rote learning and quick recall."

She told Schools Week: “Release of the test methodology could compromise the integrity of the tests, something that would not be in the best interests of the grammar schools or their candidates.”
Funding agency staff get £510,000 in bonuses

ANN MCGAURAN @ANNMCGAURAN

Excluding

The Education Funding Agency (EFA) has paid performance bonuses of £510,000 to its staff, angering school leaders as their members try to manage squeezed budgets.

Figures exclusively obtained by Schools Week show the top 10 per cent of directors at the agency were awarded £15,000 each.

Top performing deputy directors received £12,500, while the average bonus for the agency were awarded £15,000 each.

"Up to a quarter of staff that are the best performers can get a bonus — that’s the standard arrangement across the civil service. They are not large bonuses. Senior civil servants’ bonuses are a bit larger, [but] they are not lavish. No more or less than any other part of the civil service."

General secretary Brian Lightman said: "We need to understand why such a significant sum is being paid out in bonuses at the EFA when every penny is desperately needed for frontline teaching. We call on the government to explain the rationale and criteria for these awards."


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The Association of School and College Leaders (ASCL) has called on the government to explain the payments made in July to civil servants identified as the “top 25 per cent of performers”.

General secretary Brian Lightman said: "We need to understand why such a significant sum is being paid out in bonuses at the EFA when every penny is desperately needed for frontline teaching. We call on the government to explain the rationale and criteria for these awards.

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NEWS

What are warning notices? And how do they work?

FRIDAY, NOV 27, 2015

JOHN DICKENS
@JOHNDICKENSSW

Headteachers are facing an anxious wait as they start discussions with travel operators to recoup the costs of abandoned school trips in wake of the Paris terrorist attacks.

Scores of schools cancelled planned trips to France after mass shooting and bombing attacks killed at least 129 people.

The British Foreign and Commonwealth Office (FCO) recommended that schools that had trips planned after the attacks and before last Sunday did not travel, with heightened security measures in place across the country.

A national state of emergency in France was also declared for at least three months.

The French Ministry of Education has since allowed all trips if they miss out the Ile-de-France region, which surrounds Paris.

How many notice types are there?

SCHOOLS WEEK has identified at least six types of notice issued in the past three years (see table).

What do the notices say?

The least severe are pre-warning and pre-termination warning notices. These require a response within 15 days and are sent to schools before a warning or termination warning notice is issued. The required response must detail how a trust will make necessary changes.

Warning and termination warning notices come next.

They differ in terminology relative to when an academy was created. With newer academies, the department can terminate its funding agreement — hence ‘termination warning’. With older academies, the department only has the power to appoint new directors, hence “warning”.

Although differing in name they require the same actions. Each notice requires trusts to implement improvement strategies — and demonstrate they are in place — within 15 days.

A notice of intention to terminate is more severe. Only one has been issued, in February this year to Durham Free School. It closed three months later.

This notice is similar in wording to the ‘termination warning’ notices issued by the government. Both inform trusts that their funding agreement will be terminated and give one last chance to make representations, again within 15 days. If these are not satisfactory the school closes.

Can you appeal a warning notice?

There is no formal process to appeal, nor is there a process for lifting a notice. Schools that have improved since receiving a notice in 2013 are still listed on government’s website as being under a warning notice.

So are they still in trouble?

Not really. The government can simply decide not to pursue a notice any further if it has ‘sufficient evidence’ that issues at the academy have been satisfactorily addressed. There is no clear guidance on what counts as sufficient.

Are there any plans to change this confusion?

Not as far as we know. But we will keep asking.

Schools try to recoup costs of trips to France

JOHN DICKENS
@JOHNDICKENSSW

TWO MORE RECEPTION BASELINE TESTS COME UNDER THE SPOTLIGHT

BILLY CAMDEN
@BILLYCAMDEN

The reliability and accuracy of two reception baseline providers, whose tests will hold schools to account for pupil progress, has been questioned.

Concern about the two tests follows the exposure of a serious of “anomalies” found in the Early Excellence assessment, revealed last week by Schools Week.

He did, however, admit there were other problems with the test.

“There are all sorts of other issues about accountability and how that distorts assessment results that I’d be happy to acknowledge are problematic, but this isn’t.’”

Reclaiming Schools said the NFER baseline lacked longitudinal data, which meant NFER was “unable to link individual baseline scores with subsequent attainment”.

An NFER spokesperson said their assessment was “in line with the Department for Education (DfE) specification” and they did not yet have longitudinal data because it had only just started.

The DfE has said the reception baseline assessments will “inform a cohort-level value-added measure”, rather than tracking individual pupil progress. Schools will be measured on the progress of their pupils compared to the average progress for all similar pupils.

But NFER added: “[The baseline] provides individual profile reports for each child, for parents, and an individual pupil profile for schools. This is one of a number of assessments that help teachers identify the next steps for children.”

Two Essex schools have cancelled Christmas trips to France.

Helena Mills, chief executive of the Burnt Mill Co-op Academy Trust which runs both schools, said “the world doesn’t feel very safe for our children at the moment”.

The trust said it hoped to organise the trips for another time, but would not comment further.

Gill Harvey, general manager at the School Travel Forum which promotes good practice and safety in school travel among tour operators, said schools that had been told they could not travel to a particular area should get their money back.

However, she added: “If the FCO has not stopped travel for the date of your trip then legally schools won’t be able to get their money back.”

She urged school leaders to speak to their tour operators or their local outdoor adviser before making any decisions. Operators could advise on refunds, or could change the trip date and itinerary.

Official travel advice from the FCO states refunds are a matter between the customer and the airline, tour operator or travel agent.

Travel insurance normally excludes costs associated with terrorist action, and some policies do not provide cover to a country where the FCO advises against travel.

Why bother going to school? Why bother teaching? If the outcome at 11 is completely predicted at age 4 there is nothing to play for.”

Professor Coe said the CEM assessment could make predictions for four-year-olds “good enough for what we need” and could more accurately predict the score range in which pupils were likely to be in future.

Ofsted inspection

Ofsted inspection

Example
Technology is advancing. Computer Science is changing.

At OCR, we’re bringing innovative new ways to support your teaching, keeping you ahead of the game and helping you inspire your students.

Whether it’s AS/A Level or GCSE (9-1), we provide high-quality Computer Science specifications, plus direct access to dedicated Subject Specialists, extensive free teaching resources and CPD training.

Combined with Codio’s cloud-based platform, you can release your students’ inner passion for coding and really excel at delivering the new curriculum.
What is going on with teacher training?

Teacher training is a hot topic. Teaching unions, headteachers and academics keep saying the profession is facing a crisis; yet the government is confident the figures do not suggest a problem. Schools Week looks at this year’s trainees to uncover the true picture.

The number of recruits in postgraduate teacher training dropped this year: down from 32,500 last year to 27,769 this September. The government was willing to fund 40,000 training places, but set targets of around 30,000.

In total, 94 per cent of targeted places were filled, up last year from 91 per cent, but this hides over-recruitment in primary places. Primary was allocated 11,245 training places, but recruited 13,034 – a 116 per cent recruitment rate. Secondary only managed a paltry 82 per cent, leaving almost one in five training places empty.

At subject level, only two exceeded their allocated target – history and English (see table on page 9). PE met its target exactly. Last year art was the most oversubscribed subject, with 129 more trainees than needed. This year it was the third most undersubscribed subject, by 37 per cent.

Design and technology again remained at the bottom of the table. It missed its trainee target number this year by 753 – a cumulative total of more than 1,300 for the past two years. That’s the equivalent of 43 classes without a teacher.

The most common are courses within higher education institutions, school-centred initial teacher training (SCITT), or one of the two School Direct routes (see below).

All routes lead to qualified teacher status (QTS), but take different amounts of time, and offer a different mix of training experience.

The Department for Education wants more training taking place in schools, which means the number of places allocated to universities will fall sharply.

Each route is allocated a number of places by the government, with allocation always some way above a target figure, to account for people not completing courses or not working in schools once trained.

Comparing the number of starters by route shows both School Direct routes were allocated 18,000 places – but fell short by 8,000. Universities also did not meet their target, but the gap between allocation and starters was much smaller at 3,500.

## Training routes explained

**HE institution**

Despite a dramatic fall in the number of people gaining qualified teacher status through a course at a higher education institution, it is still the most popular route.

This year, just 15,561 started the university-led course this September, compared with 20,774 last year. A Postgraduate Certificate in Education (PGCE) course allows those with an undergraduate degree to gain qualified teacher status. Courses typically last one year when completed full-time.

For those who do not already have a degree, undergraduate study that leads to a PGCE from a university.

The salaried School Direct option is aimed of a school or schools, and an accredited teacher training provider – a university or a school approved to carry out SCITT.

Launched in 2012, it exists in two variants – a salaried route, and a route in which tuition fees are payable – with the fee-paying route the more popular route.

School Direct (fee)

School Direct is the largest school-led training route. This year it has 7,086 recruits, an increase from 6,451 trainees last September. It was allocated more than 13,500 places, but filled only half of them.

Unlike school-centred initial teacher training, it is delivered via a partnership

School Direct (salaried)

The salaried School Direct option is aimed at career-changers who have worked outside of schools for at least three years.

A total of 3,166 people started the route this autumn, leaving 38 per cent of allocated places unfilled.

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### School Direct (salaried)

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A total of 3,166 people started the route this autumn, leaving 38 per cent of allocated places unfilled.
What is going on with teacher training? (Higher ed is still No 1)

2015/16 ITT allocation versus starts
Starter numbers and place allocations for different ITT routes

<table>
<thead>
<tr>
<th>ITT ROUTE</th>
<th>HE INSTITUTIONS</th>
<th>SCITT</th>
<th>SCHOOL DIRECT (SALARIED)</th>
<th>SCHOOL DIRECT (FEE)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16 allocations</td>
<td>17,066</td>
<td>3,718</td>
<td>5,134</td>
<td>13,577</td>
<td>39,495</td>
</tr>
<tr>
<td>2015/16 starters</td>
<td>13,561</td>
<td>2,372</td>
<td>3,166</td>
<td>7,086</td>
<td>26,185</td>
</tr>
<tr>
<td>Difference</td>
<td>-3,505</td>
<td>-1,346</td>
<td>-1,968</td>
<td>-6,491</td>
<td>-13,310</td>
</tr>
<tr>
<td>Difference</td>
<td>-21</td>
<td>-36</td>
<td>-38</td>
<td>-48</td>
<td>-34</td>
</tr>
</tbody>
</table>

This year, a year-on-year comparison for the number of allocations to each route cannot be done in the same way as last year. This is because the government has amended the way it is making the allocations; it has not split the allocations down to route level, rather leaving it as allocations; it has not split the allocations into the number of allocations to each route. This is because the government cannot be done in the same way as last year. This year, a year-on-year comparison for the number of allocations to each route cannot be done in the same way as last year. This is because the government cannot be done in the same way as last year.

However, the government plans to double the number of teachers completing training in schools, which will speed up reductions in university-based places. In 2014, there were just 15,254 places allocated to that route. This autumn’s figures show 22,429 places allocated.

Oversubscribed 2015/16
New entrants, primary and secondary and total by year

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</tr>
</thead>
<tbody>
<tr>
<td>New entrants, primary</td>
<td>18,190</td>
<td>18,360</td>
<td>19,870</td>
<td>20,480</td>
<td>19,445</td>
<td>19,213</td>
<td>13,034</td>
</tr>
<tr>
<td>New entrants, secondary</td>
<td>20,820</td>
<td>19,440</td>
<td>15,800</td>
<td>16,810</td>
<td>13,334</td>
<td>12,943</td>
<td>15,114</td>
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<tr>
<td>Total</td>
<td>39,010</td>
<td>37,800</td>
<td>35,720</td>
<td>34,880</td>
<td>32,779</td>
<td>32,543</td>
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Undersubscribed 2015/16

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<th>SUBJECT</th>
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<th>OVERSUBSCRIBED 2015/16</th>
<th>Difference</th>
<th>%</th>
</tr>
</thead>
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<tr>
<td>Art</td>
<td>129</td>
<td>32%</td>
<td></td>
<td></td>
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<tr>
<td>History</td>
<td>156</td>
<td>25%</td>
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<td>English</td>
<td>299</td>
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<td></td>
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<tr>
<td>Physical education</td>
<td>221</td>
<td>21%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>135</td>
<td>19%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In terms of oversubscription, just two subjects had more people starting than expected. This is a big drop on last year, as can be seen in these two tables.

Most over-subscribed subjects

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>OVERSUBSCRIBED 2014/15</th>
<th>OVERSUBSCRIBED 2015/16</th>
<th>Difference</th>
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<td>19%</td>
<td></td>
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<tr>
<td>Physical education</td>
<td>221</td>
<td>21%</td>
<td></td>
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<tr>
<td>English</td>
<td>76</td>
<td>3%</td>
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<tr>
<td>History</td>
<td>109</td>
<td>13%</td>
<td></td>
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</tbody>
</table>

*Source: Initial Teacher Training census 2015/16. Figures are a statistical first release, and may be subject to later adjustment.

Most undersubscribed subjects

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>UNDERSUBSCRIBED 2014/15</th>
<th>UNDERSUBSCRIBED 2015/16</th>
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<tr>
<td>Business studies</td>
<td>-65</td>
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<tr>
<td>Religious education</td>
<td>-239</td>
<td>-37%</td>
<td></td>
<td></td>
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<tr>
<td>Art &amp; design</td>
<td>-291</td>
<td>-37%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics and physics with mathematics</td>
<td>-324</td>
<td>-33%</td>
<td></td>
<td></td>
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<tr>
<td>Social studies</td>
<td>-102</td>
<td>-47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design &amp; technology</td>
<td>-580</td>
<td>-56%</td>
<td></td>
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</tr>
</tbody>
</table>

*Source: Initial Teacher Training census 2015/16. Figures are a statistical first release, and may be subject to later adjustment.

Teacher training - the key terms

**QTS**
Qualified teachers status. Teachers in free schools and, since 2012, new academies are not required to have or be working towards QTS – a topic of political controversy (see right). Maintained schools can use non-QTS teacher in areas where – as teaching regulations put it – “special qualifications or experience or both” are required.

**NQT**
Newly qualified teacher. After a trainee secures qualified teacher status they must complete an induction period lasting three school terms, during which time they are a considered an NQT. Trainees’ performance during this period is assessed, and if judged to be of the required standard, they become a fully- fledged teacher, able to apply for work in any school in the country. There is no set time limit in which an NQT must start or complete their induction period after gaining QTS.

**PGCE**
Post-Graduate Certificate in Education. The ‘traditional’ route to gaining QTS, a PGCE is a masters-level qualification issued by a university. Trainees undertake placements in at least two school settings and study for periods at university. At the end of the year students are assessed to ensure they meet QTS as well as PGCE requirements.

DfE statement

Schools minister Nick Gibb said:
“Great teachers are at the heart of our drive to extend opportunity to every single child.

"With the economy improving we have redoubled our efforts to attract top graduates. Today’s figures show that teaching is still a hugely popular profession with over 1,000 more graduates training to teach secondary subjects – including record levels of trainees holding a first-class degree.

"I’m delighted that for the first time the majority of teachers are being trained on school-led routes in the classroom, from day one and learning from the best teachers. This is a testament to the popularity of Teach First and School Direct.”

In an interview with Schools Week in October, Mr Gibb admitted the government was taking teacher recruitment "very seriously" but has refused to admit that there is a crisis in teacher supply.
Haven’t we all done well? That’s what the schools community is supposed to think. We dodged the forty per cent cuts bullet of the spending review and have even held onto universal infant free school meals with plenty of cash left over for new free schools. Thumbs up!

Except the detailed documents revealed that £600m of the Education Services Grant will be slashed. For an average sized secondary school that’s a cut of about £90,000 – or three teachers, to put it bluntly.

Commentators who consider themselves pragmatic are quick to say this isn’t so bad. “You’ll just have to make efficiencies” they say, as if efficiencies were magic potions that wipe away real-world consequences. “Consider yourself lucky” is another platitude, as if this was a matter of fate rather than a direct choice by the most powerful people in the country.

Schools can and will adjust. The cuts are not so severe everything will grind to a halt. Yet. Osborne may come to regret his decision about the Services Grant. In the Spending Review documents he said the cut “represents the next step towards the government’s goal of ending local authorities’ role in running schools”.

Pedants will point out that authorities don’t “run” schools anymore than central government “runs” academies. A more bruising point is that some local authorities offered services very cheaply using that money because they served so many schools. In future, if schools must buy services from the open-market it’s entirely possible they will have to pay more. Where’s the “efficiency” in that?

In the original fable of the goose that laid the golden egg, the farmers killed the goose to steal the gold inside it – only to find there was none. Schools are in a good position right now. Their eggs are mostly golden. But start hacking and at some point a head will come off, the guts will fall out and those eggs will disappear.
**READERS’ REPLY**

**Ofsted to let schools see evidence forms**

**Rob Butler, address supplied**

This is nothing new, I requested my personal observation notes from Ofsted using a data access request. This is the same on a larger scale. If the process were more transparent there would be no need. Could there be concerns about schools identifying staff who had a bad day when teaching?

**60 free schools ‘must be found’ for every area**

**Jane Eades, address supplied**

This is barking mad. We have already had ‘free’ schools, which were set up with lots of money, closed because of lack of students. We have already had ‘free’ schools which have been deemed to be ‘inadequate’. Is this Government determined to waste money on a privatisation agenda, rather than do the more difficult job of planning sensibly for the school places where they are needed. It seems that, despite ‘austerity’, the Government is happy to waste money, rather than admit to a failing policy.

**Coping with the demands of data**

**Dear Schools Week,**

I am not normally one to write letters to publications but I felt a strong need to air my views on the above article.

The article by Jess Staufenberg in last week’s issue left me with a sense of despair as someone with two young children who are currently going through the sausage machine we have created inside our schools. The education sector has fallen into the trap of mistaking data for knowledge and understanding; the horrible vision of ‘microdata’ capture and the assumption that somehow reacting to hourly data swings will solve the behaviour and other “problems” in schools makes me cringe, both professionally and as a father.

I have spent my whole career persuading organisations to look beyond data. Any information architect will tell you that data can only become information when it is placed into a context; it can only be effectively used if it is correctly interpreted by human beings through the medium of understanding and knowledge.

In the hands of a true professional educator the important data becomes information and there is no doubt that it can be used to enhance teaching and learning. However, if the data is wielded out of context, by individuals or groups who lack this understanding, two negative trends assert themselves. The data becomes “objective” and its volume grows beyond anything useful and the system becomes wholly reactive and “problem focused” leading to a dominance of negative outcomes.

This is precisely what I see happening up and down the country in schools of all types. The allure of data within education is so overwhelming it is drowning out the voices of professional educators.

My daughters are not defined by numbers, they are living, breathing beings with passions, curiosity and the defining human quality of wonder at the world in which they live. Please, please don’t make it the mission of our education system to snuff all this out in order to produce two neat packets of raw data on a database.

**Restrain in school – what the law says**

**Simon Phillips, address supplied**

Using force or restraint on pupils is the last thing that teaching staff want to do. They did not become teachers to restrain children but to educate them. However sometimes it is necessary to restrain pupils and when this has to happen it must be done with the pupils’ best interests in mind. A behaviour management policy, risk assessments and a restraint policy must be in place to ensure staff are aware of what their responsibilities are, the risks they may face and the risks to the pupils if restraint is used, and what they must when restraint is used. Headteachers are responsible for the training that their staff receive, not local authorities, and they should not be influenced by these local authorities into accepting training that is not fit for purpose for the environment in which they work. This article has picked up on some of the wording in the guidance and mentions the word minimum, which causes problems as people’s definition of the word may be different. They suggest the word minimum should be used but then people’s definition of the word minimum can also differ. When teaching education staff I find that reasonable is far easier to define, especially when you explain the two factors that must be considered for force to be considered reasonable.

1. Is it necessary to use force? Have you already tried to use other choices such as distraction, positive behaviour management and support strategies. In some circumstances after risk assessing the situation rather than removing the pupil causing the disruption you could remove the other pupils for their safety. But if you decide to use force then the force you use up must be:

2. **Proportionate** to the harm you are trying to avoid occurring. I have taught positive handling and restraint training in education for some time and have found that when the definition of reasonable force is explained staff are more confident in their powers under the legislation. This article also points out to record everything which is not only important but a legal requirement.

But this recording system needs to then be used for a positive purpose after the incident and should be used at a debriefing meeting to allow staff to look at 1. What happened, 2. Why did it happen, 3. Was there anything that could have been done to prevent it, 4. What can we learn to help prevent it happening again? This will help teachers and support staff develop other strategies to deal with disruptive behaviour in their place of work.

**Academies braced for publication of warning notices across the country**

**REPLY OF THE WEEK**

**Janet Downs, Lincolnshire**

What’s odd about all this is that the RSC has gone straight to issuing warning letters without issuing pre-warning letters as was usual in the past when DfE sent them out. Has the RSC overstepped its remit?

And all he seems to care about are one year’s results. But four of the seven had been previously judged good and three of the seven were requires improvement. Inspectors said two of them were taking “effective action” and noted the third had already made improvements when inspection took place.

[Editor: Good question. So we asked. See our explainer on page 6 to clarify!]

**The academy trusts paid £850,000 to open schools – but never did**

**Victoria Jaquiss, address supplied**

This is a shocker: “A DfE source said all of the organisations were assessed and found to have the potential to be great sponsors, but some had not found the right school to make a match.” Does this mean that these would-be sponsors are only in it for the money? Taking said money before they even discover a need to use it. How is that good business practice?
Whose knowledge is it anyway?

We are entering an era of knowledge-porn. But while children need certain knowledge to take part in the "cultural conversation", they also must be handed a way in to culture, and the ability to challenge it. This cannot be done with draconian authority, under-skilled teachers and cookie-cutter curriculums.

The introduction of a core knowledge curriculum in England inspired by E.D Hirsch, author of Cultural Literacy: What Every American Needs to Know, seems a real possibility in our schools. Prescription and standardisation have become commonplace in an incessant drive to raise standards, to such an extent that teachers may barely blink: we already have a national curriculum, what's new?

But the rationale behind a "core knowledge" curriculum is different. Knowledge-heavy means fact-heavy; it also means meticulously ordered and prescriptive. A curriculum requiring not creative designers who utilise a myriad of pedagogical styles autonomously, but rather consistent deliverers of content. Deliverers that academy chains can rely on to get the job done. That job being, of course, to raise test scores. It is not merely a happy coincidence that this type of teaching can also be achieved by scripted lessons. The dwindling numbers of experienced teachers in our system are making this a necessity.

As with most educational reforms in Britain, I look to the US to see its genesis among charter schools that are the mother of a certain brand of (politically favoured) education. It is the job of teachers who utilise a myriad of pedagogical styles autonomously, but rather consistent deliverers of content. Deliverers that academy chains can rely on to get the job done. That job being, of course, to raise test scores. It is not merely a happy coincidence that this type of teaching can also be achieved by scripted lessons. The dwindling numbers of experienced teachers in our system are making this a necessity.

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The government risks making a bad recruitment situation worse through its reforms to teacher education. Under its "school-led" policy, the infrastructure is becoming increasingly fragmented, undermining long established, and often genuinely schools-led, training partnerships.

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On December 9, the education select committee will take oral evidence as part of its inquiry into teacher supply. The witnesses, including UCET, will talk about the current state of recruitment. The timing could not have been better, with the recent publication of data on recruitment to training programmes in 2015/16. The figures, while not perhaps as cataclysmic as some had feared, are certainly worrying and could lead to what is already a serious problem turning into a crisis.

First, the good news. The total number of new postgraduate trainees was actually slightly higher than last year, and recruitment to primary courses exceeded target. Recruitment against target to secondary, however, fell from 94 per cent to just 82 per cent, with truly dire results in some key subjects. And while it is good that the primary target was met, no headteacher I know believes the government's contention that we need to train fewer primary teachers.

To some extent the recruitment problems are only to be expected. There is greater competition for graduates, the pool of potential recruits is shrinking and pupil numbers are going up. However, the government risks making a bad situation worse through its reforms to teacher education. Under its "school-led" policy, the infrastructure is becoming increasingly fragmented, with a massive expansion of School Direct, the accreditation of vast numbers of new small-scale training providers and a rather chaotic and rigged new recruitment system. This is undermining long established, and often genuinely schools-led, training partnerships to such an extent that many could decide that the game is not worth the candle. That will not only be bad news for teacher supply, but also for quality and consistency in the way that new teachers are trained.

A schools-led approach to teacher education does have merit: UCET and the university sector have been calling for greater school engagement with teacher education for many years. But the reforms need to be sustainable, and the fragmented system we are moving towards at the moment is anything but. Fortunately there are things that can be done. First, the government could encourage the development of a new model of teacher education that is genuinely schools-led and sustainable. Such a model has been developed by UCET in partnership with the National Association of Schools Based Teacher Training (NASBTT). This is based on cohesive partnerships of schools, universities and other organisations working to collective ends rather than through inflexible contractual arrangements. These partnerships would be governed by groups with significant or majority school membership and would take all decisions relating to, for example, course design and delivery (within national frameworks), recruitment, internal quality assurance, and resource allocation. The partnerships would be large enough to be sustainable and to provide the breadth of experience new teachers need to be able to work in a range of school settings. The fact that they would be governed by groups with significant or majority school membership would mean that any decisions taken would by definition be "schools-led".

A framework of professional development would help to retain teachers

Second, more should be done to retain teachers by, for example, giving all new staff an entitlement to structured early professional development, possibly at master's degree level, that builds on and complements their initial training. A national framework of professional development would also help to retain teachers and act as a recruitment incentive. Developing such a framework would be an ideal job for the new College of Teaching if it can become firmly established in time. If not, the professional development expert group established by the government and chaired by David Weston could be asked to take things forward.

These are short-term fixes for teacher supply and education. UCET will seek to engage constructively with the government and other agencies to make sure that our schools continue to be supplied with enough well-trained teachers. But it takes two to tango, and constructive engagement will be required by everyone involved.
Moral character is built by more than just sport

Research suggests that widely held beliefs about the character building nature of sport are wrong, with students who take part in music, choir or drama outside school responding better to moral dilemmas than those who do not.

In May this year education secretary Nicky Morgan invested more than £500,000 in a schools project which, despite the best intentions, is doomed to fail. Rugby coaches from premiership clubs were to be drafted into schools to instil character and resilience in disaffected children as part of the government’s “core mission to deliver real social justice”.

No doubt rugby, like many other sports and recreational activities, may build “character” for some children who are well disposed to it and are given enough “character” for some children who are.

The government’s “core mission to deliver real social justice”.

In 2015, the government used rugby to gain publicity for their £3.5 million character grants scheme, which involves diverse organisations such as The Scouts, St John Ambulance, the Church of England, Challenge Network and a number of schools. It also — very handily — diverts attention from criticism of their changes to the curriculum towards a narrower more restricting academic offer.

Twenty-seven schools each received £15,000 to prepare young people for life in modern Britain. Winners included The King’s School, Devon, with a group of four secondaries schools on a programme with a particular focus on disadvantaged children. Through four key character traits of resilience, leadership, community and curiosity, the schools will use a range of approaches including mentoring, volunteering, outdoor activity, enrichment and enterprise events.

Schools such as Ormiston Bushfield Academy in Peterborough, place an emphasis on pupils’ roles. Pupils act as reading buddies, mentors, student voice activists, charity leaders and learning ambassadors in primary schools. While others emphasise public speaking, philosophy and ethics lessons theatre groups and army cadets to expose their pupils to a variety of challenges.

By tracing personal development through mastery statements on a continuum from ‘emerging’ through to ‘excellent’, Bay House School in Gosport is focusing on alternative progress measures, while Honeywood School in Essex has applied ‘character’ education to learning dispositions, with “showcase” reviews assessed through both practical (holistic) and pragmatic (subject-based) interpretations.

Some schools, such as the King’s Leadership Academy in Warrington, have even adopted a whole school values and ethos approach, placing their “seven pillars” of character at the centre of their curriculum as well as using it to inform their day-to-day running of the school.

While early days, the greatest promise seems to be where the character building work is embedded in the everyday life of the school, combining elements of the broad areas outlined above. But before schools get to prescribing what their approach should look like, they should first define for themselves what they understand by “character”, then they can start thinking in detail about how it will be measured.

This remains a work in progress.

At the forefront of the secretary of state’s initiative is The University of Birmingham Jubilee Centre for Character and Virtues (jubileecentre.ac.uk). At Frog we are working closely with the University of Birmingham School, which is supported by the centre, to integrate character into every lesson. When asked by the BBC what this might mean headteacher Michael Roden said: “We’re trying to get the children to think, to use what the Greeks called phronesis, or good sense — making, as my mum would say, common-sense decisions.”

The centre’s research found that with the right approach, it is possible for many kinds of school to nurture good character. Researchers looked for the characteristics of schools whose pupils were, on average, best and least able to respond to a series of moral dilemmas. They found that there was no clear link between the type of school, catchment, size or Ofsted designation and being successful in developing character.

The centre also found that widely held beliefs about the character building nature of sport were wrong. Students who took part in music, choir or drama outside school performed better in responding to moral dilemmas than those who did not. Those who reported lots of involvement in sports, including rugby, did no better or perhaps worse. While this leaves us with a mixed picture, if we look beyond sport there are signs that character building can have its place in schools.

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01223 553998
When a free school faces controversy it can either stick its head into the sand or it can lean into the storm. Michaela Free School has always decided to do the latter.

Opened in 2014 by Katharine Birbalsingh (headmistress is her official title), the school has been both criticised and praised by commentators for its “no excuses” approach. Silent corridors, strict uniform policies and a focus on “core knowledge” dominate its ethos.

Birbalsingh is a divisive character. In 2010 she spoke at the Conservative party conference and received a standing ovation after she said: ‘The education system is broken because it keeps poor children poor.’

Leaving her job in a south London academy shortly after, she focused on setting up a free school, first planned for Lambeth, south London, but eventually landing in north London, a stone’s throw from Wembley Stadium. Teacher unions loudly opposed the move and local campaigners argued that a free school, first planned for Lambeth, south London, but eventually landing in north London, a stone’s throw from Wembley Stadium.

On Saturday, that changed. Opening its doors to the public the school hosted a series of debates, pitting its staff against prominent education commentators – and in some cases, critics – of the school. Topics reflected its leaders’ views: Should Ofsted be abolished? (Yes). Was Michael Gove a great education secretary? (Yes). Does traditional education kill creativity? (No).

Birbalsingh opened the day by thanking everyone for arriving in a “sensible fashion”. Before the day ended the audience were shown a positive film of several minutes about the school.

At £35 a ticket, the day was not cheap. NGTs got a more reasonable day at £15. But the website ticket shop did note that “proceeds go to support our pupil premium pupils” – and with school budgets squeezed it is a canny (and legal) way of raising a little cash. The day was also considerably cheaper than most professional development opportunities offered to teachers.

GOVE: THE GREATEST OF ALL TIME?

In a storming final debate of the day, the education crowd gathered in Michaela’s hall resoundingly voted in favour of Michael Gove as a “great education secretary” – with the final vote, 245 to 40. Across the land teachers will be asking: how did this happen?

In favour of Gove was Jonathan Porter, Michaela’s head of humanities; in the against corner, Francis Gilbert, author of I’m A Teacher Get Me Out Of Here, and a prominent anti-Gove commentator.

Porter argued that Gove’s curriculum reform democratised education – “he took it from the few and gave it to the many” – referencing the idea that Gove spread private-school-type teaching, which he [Porter] said focused on knowledge, and pushed it out to all via the English Baccalaureate and exam reform.

Lampooning the dislike of the former education secretary, he continued: “We didn’t know what to teach tomorrow, how to break up a fight or what a level five was … but we knew Gove was bad”

Gilbert could have responded by pointing out that no one still knew any of these things, but instead he attacked Gove on his inability to bring teachers with him: “He was too divisive to be great”.

Complaints about a “Victorian belief in exams” and increased teaching to the test couldn’t save Gilbert. Gove was great. At least according to this crowd.

DOES TRADITIONAL TEACHING KILL CREATIVITY?

“Creativity is the process of having original ideas of value” – that was the one fact both speakers in a debate on whether traditional education kills creativity could agree. The rest was up for grabs.

Guy Claxton, renowned author and academic, fought for a more “imaginative” form of teaching that helped to develop children’s “creative mindedness” by encouraging wondering, questioning, and activities to push mental skills.

The equally renowned Daisy Christodoulou, head of research at Ark and author of The Seven Myths of Education, was unimpressed: “It matters what is put in, not just what is unleashed.”

Ms Christodoulou described a traditional education as one “where both teacher and student are subordinate to the powerful knowledge that is being transmitted”. Referencing psychological works on memory, she argued that remembering facts enabled people to become more creative as they were able to use their composite knowledge to create new things.

Einstein was invoked on both sides. Mr Claxton quoted the physicists’ view that determination was more important than great ideas (“Genius is 1 per cent inspiration, 99 per cent perspiration”) while Ms Christodoulou reminded that he also said he “stood on the shoulders of giants”. Without the knowledge of those giants his creativity would not exist, was the suggestion.

In the end Mr Claxton urged that creative genius arose from curiosity and opportunities to explore while Ms Christodoulou said it came from “memorisation and practice”. The crowd voted for the latter, in droves.
SHOULD WE ABOLISH OFSTED?

"Ofsted don’t hold us to account," said Katie Ashford, the special needs co-ordinator at Michaela, "they force schools to play a game."

In a fierce debate with John Blake, leading practitioner of history at Harris Federation, the two sparred over the role of the schools inspectorate.

Blake argued that Ofsted reformed in the light of teacher concerns – including changing preferences on the style of teaching – and that the inspectors were important for reassuring taxpayers and parents that teachers could be trusted.

Without Ofsted, he argued, there could be more interference.

Earlier this year, Ms Birbalsingh wrote an open letter to the education secretary in Standpoint magazine bemoaning the "countless hours" teachers spend completing forms required by Ofsted – and calling for its abolition.

Ashford agreed: "Ofsted can’t see if kids are safe in schools by looking at paperwork."

The audience were more balanced, however, with the final vote only going slightly in Ashford’s favour of abolition – with 151 wanting to see the back of Ofsted, and 118 wanting to keep it.

One tweeter in the crowd, Andy Lewis, an RE teacher from Essex, said on the social network: “With more free schools and academies, I fear Ofsted is necessary. Otherwise v little accountability.”

A breakdown of the types of school voters came from was not available.

MIXED-ABILITY SETS?

Parachuted in from nearby King Solomon Academy, Bruno Reddy, the school’s former head of maths, pitted against Andrew Old, maths teacher and regular Schools Week contributor, over the question: Does mixed-ability setting work?

Putting children of different abilities into the same classroom is not unusual but debate around its appropriateness is fierce – especially in maths.

Reddy’s starting points included that pupils should never feel left behind, which setting by ability could induce. He also urged the crowd to reduce the discrepancies in knowledge across pupils. When setting by ability, some knowledge was kept only for a few pupils, he said.

But Old said that pupils could feel anxious if they saw other pupils pulling ahead of them in a mixed-ability class and dismissed concerns about being left behind – positing the controversial analogy that healthy people are not sent to hospital to make ill ones feel better.

Reddy had one trump card up his sleeve. Schools Week reported in January that King Solomon had some of the best exam results in the country, given its intake. “Mixed-ability teaching worked to make [King Solomon] the number one comprehensive school in the country,” he said.

But Old pointed out that the school only took a small number of pupils – about 60 in total – which could make it easier for teachers to know their learners well.

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Come and see us at the SSAT Annual Conference on the 3rd and 4th December to see how we can help your school.

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schools@ncfe.org.uk
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Chris Tweedale, chief executive, CfBT Schools Trust

It is raining heavily outside Abacus Belsize Primary, a chalet-like wooden structure hidden among a series of houses accessible via an almost invisible path near London’s grand King’s Cross Station. It’s early enough in the school year that parents are still hovering in the entrance, partly to avoid the wet, partly to watch their little one traipse into a nearby classroom, and there’s a sense of friendly community as wellies are unwedged and raincoats hung on tiny pegs.

When Chris Tweedale, chief executive of CfBT Schools Trust, appears he has the headteacher, Vicki Briody, by his side. Clearly proud of their achievements — the school was one of the first free schools to be rated as outstanding — both want to show me around the former canoe education centre rebuilt to house their pupils.

In one room children are greeting each other in Mandarin, in another they are playing in a sandbox. We travel across a wooden bridge over a colourful playground. The rain splashes away in the canal that runs beside the building. Even in the storm it feels a happy place.

Tweedale’s gentle manner likely has an influence although he is the first to praise the headteacher and her staff: “They’ve done an incredible job here, really.”

His breadth of experience also should give confidence to the staff. He was first a teacher, travelling up the promotional leader to become a head, before working on national government policies at the Department for Education. There’s also an unusual mix of steeliness and warmth in his manner, almost as if Mary Poppins had an

profile

CHRIS TWEEDALE

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IT’S A PERSONAL THING

Favourite book?
The Harry Potter series. Our children were the right age to enjoy them and we ended up buying multiple copies as we were all reading them at once. It was a special time when the whole family was engaged with books.

Describe your perfect weekend
A competitive golf match, watching some sport, and spending time with my family away from work.

What was your favourite childhood toy?
In 1967 my dad went to Germany on business and brought me back the best leather football that anyone in Rochdale had ever seen. It became the talk of the street and it meant I was always invited to play every informal game of soccer with the “lads” playing with THE ball.

What was the best work advice you’ve had?
Two pieces of advice have resonated with me over the years: My dad told me the most difficult part of any job is getting it. And Ralph Tabberer [the former director general of schools] once told me that as a headteacher “people will listen to your words but judge you by your actions”.

But I had the ability to influence people and I did find that stimulating and really exciting.”

During his time as head, Tweedale challenged what he saw as the sort of practice now described as “coasting”. Later, in his advisory government role, he oversaw the introduction of school improvement partners — a policy under which every school had a partner working with leaders to support its improvement — and notes it is as his proudest achievement from his time there.

It’s an achievement that reflects his past mentoring from MacMillan. But it’s also apparent in his work now at CfBT Schools Trust, an academy chain that oversees 19 primary and secondary schools, including Abacus Belsize.

Being the leader of an academy chain is still a relatively new job, one that Tweedale says the sector is “being made up as we go along”. But he means it optimistically; the ability to shape the job is bringing innovation to the role.

“It’s very operational, very immediate, it’s more like being back at school ... there’s also a definite strategic skill about what you want the trust to be like.”

On the basis of Abacus Belsize, it would be easy to think that what he wants is a happy, friendly school where learning is happening in every corner. But the real answer is buried in something he says when describing the difficulty of moving on colleagues who have become tired in their roles: “The touchstone I always use is this: If my children were at the school would I be happy for them to be taught that subject by that person? And if the answer is no, then a difficult discussion has to happen.”

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Curriculum Vitae

Schools
1968-71 St Joseph’s 11-14 middle school, Rochdale
1971-75 Bishop Henshaw RC 14 -18 high school, Rochdale
1975-78 University of Leicester, geology
1978-79 University of Leicester, PGCE

Career
1979-82 Geography teacher, Cardinal Wiseman RC High School, London borough of Ealing
1983-86 HoD geography, John F Kennedy High School, Hemel Hempstead, Hertfordshire
1988-89 Head of sixth form, Therfield School, Leatherhead, Surrey
1989-95 Deputy principal, Okehampton College, Devon
1996-2004 Headteacher, John Masefield High School, Ledbury, Herefordshire
2000 General Teaching Council England (secondment as regional strategist)
2001-2006 Senior adviser (secondary policy), DfE, part-time, then full-time
2007-09 Deputy director, DCSF
2009-13 Schools director, Welsh Government
2013 UK director CfBT
2014 Chief executive CfBT Schools Trust

“TEACHER TRAINING? IT MEANT I COULD STAY AND PLAY RUGBY”

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Along came Schools Week. What a difference! This is the paper for me. Just the right size, excellent content by great journalists, real people from across the world of education sharing their views and lots of suggestions on where to go if you want or need more information or different viewpoints. I do not always agree with everything, particularly some of the book reviews, and I probably would not read it if I did! We teachers are contrary like that. But I love the fact that it embraces all perspectives, is fair in its reporting and analysis and brings me the very latest in “breaking” education news. It is fearless, fresh and honest. It makes me feel part of a community of professional thinkers that I want to get to know better. I also won a mug! And some sweets that I binged.”

Carmel O’Hagan – PGCE course tutor

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I read Schools Week because it brings a fresh perspective to the world of education; humble, yet balanced with a no-nonsense reporting style that makes this newspaper my weekly read. I really enjoy the parliament feature; the cartoons and the Movers and Shakers.”

Ross McGill – Deputy Headteacher at Quintin Kynaston

Reading Schools Week keeps me up to speed with all the most important news in education. The SW team are brilliant at spotting all the key stories early and taking a critical and analytical approach to getting to the bottom of them.”

Loic Menzies – CEO of think-and-action tank LKMCo

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I don’t just read *Schools Week* because it has an unrivalled nose for the sort of education news story that I need to know about. Its features, reviews and expert pieces keep me up to date and make me think more deeply about the education issues of the moment. *Schools Week* is sharp, smart and sassy and I wouldn’t be without it. ”

Rachel Gooch – @Schoolduggery, prolific edu-tweeter

What *Schools Week* is to me is access to the best thinkers in education through their insights, book reviews or list of blogs it keeps me up to date with education news; its asks the questions that we want answered by policy makers; but is not afraid to challenge ingrained thinking of educationists themselves. It is now my first point of call for education news.”

Liam Collins – Headteacher, Uplands Community college

‘I actually look forward to reading *Schools Week* – a little bit irreverent, a little bit ‘wonky’ and always interesting. Other trade papers should take note.’

Anastasia De Waal – Head of Education at Civitas

I probably shouldn’t admit this, but *Schools Week* is the only newspaper I routinely read cover to cover. It does two things I love: proper old-style investigative journalism and beautiful data analytics. Both these things hold the government to account in a way that no other education journalism currently does.”

Rebecca Allen – Head of Datalab
Access to high-quality IT equipment is not equal in schools. If you’re part of an academy chain, you’re likely to be able to get a good deal and buy what you want. Single schools, meanwhile, are often locked into complex and expensive leasing deals. In the third of her series focusing on technology in schools, Jess Staufenberg looks at the high cost of providing students with the latest digital equipment.

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Schools really only have two options: buy it outright – for all their hundreds of students – or lease it, which means renting over a period of time with payments spread out. The latter typically spreads the cost across three annual payments that amount to more than the original capital cost of the equipment. Schools can also pay a bit more to keep the equipment at the end. Or a bit more again to have it updated and to continue “renting” it.

Leasing arrangements are not always straightforward. Some arrangements hit the national headlines in 2012 when a BBC investigation discovered at least 169 schools had been substantially overcharged for IT equipment and left with debts of up to £1.9 million. Ten headteachers lost their jobs as a consequence. Despite the scandal, and subsequent lobbying for leasing rules to change, the old arrangements continued in most schools though they have two crucial cards up their sleeves. First, they have the cash flow to purchase expensive equipment outright. Second, schools do not lease if they have the leverage to bargain for a good purchase deal. Large, multi-academy chains or federations are increasingly able to get flexible pricing, which makes buying top-quality IT equipment outright possible. Single schools, however, are “forced” to lease.

There’s a second hurdle for small schools. Only “operating leases” are legally available. The alternative, a “finance lease”, which experts say is better value, is forbidden by the Department for Education.

Daniel Moynihan, chief executive of the Harris Federation, which runs 37 academies across London, said he would never consider leasing. Partly because of the BBC “horror stories”; partly because he doesn’t need to.

“We have never leased. One of the things about being a group of schools is you can drive economies of scale. We are able to aggregate PC orders and usually get a better price.”

The federation also has nine accountants looking after three schools each, says Sir Daniel. It is an arrangement that saves money on a single professional attached to each individual school. “The schools are getting high quality financial management, but they’re also saving the cost of a bursar – they’re saving tens of thousands of pounds.”

With this kind of driving for deals, with ideological support from government and financial backing from private sponsors, large multi-academy chains are the successful players in obtaining IT equipment at good value and having the peace of mind of owning it.

Leasing for single schools, meanwhile, may be cheaper in the short run but more expensive in the long term with an extra charge for the benefit of staggering rent payments. But there is the advantage of easily upgrading to the latest model.

This advantage is overplayed, says Sir Daniel: “We’ve never encountered a leasing deal where they’ve said, we’ll update your PC. You have to take out a new lease to get the update.”

The British Educational Suppliers Association (BESA) agrees. Director general Caroline Wright says leases used by schools are typically complex and pricey. For example, damaged laptops could be charged for at the end of the lease term but sometimes a clause says they have to be returned in the original packaging.

“There are things like you have to return it in the condition you got it, like keeping it in a box. Now, who keeps a box for five years?” says Ms Wright. “It’s all that kind of stuff schools have to think about that makes it difficult.”

Primary schools can be more at risk as they are less able to employ bursars, but it is really the restriction on leasing types that causes the greatest issue, according to BESA.

The average secondary school takes out a £60,000 “operating lease” each year, and a primary school £15,000. Were they to use a ‘finance lease’, where money is borrowed to pay for the equipment in stages for less than the capital cost of the item, these schools would save about £400 per lease. This works out as £8 million across the system, says Ms Wright.

“My concern is that departments such as the Treasury are trying to save so much money that something like £8 million is small beer.”

Academies and local authority schools cannot use finance leases because they “represent borrowing”, according to DfE guidelines.

A response from the department said: “While finance leases are a form of commercial borrowing, operating leases are not and are used to ensure value for money and to protect public sector finances as per the 2002 Education Act.”

But the Act does not say that borrowing is illegal. It simply says schools can buy on credit only if they have the express permission of the secretary of state. This rule was recently reiterated in the Academies Financial Handbook: “Trusts must obtain EFA’s prior approval for the following leasing transactions: taking up a finance lease on any...
IT EQUIPMENT: TO LEASE OR NOT TO LEASE?

class of asset for any duration from another party (borrowing) [...]"

Simon Goldie, head of asset finance at trade body the Finance and Leasing Association (FLA), says that if a school has something they will use for a fairly lengthy time, a finance lease will work much better "but at the moment they are certainly not encouraged to do it. The DfE seems to claim that there is a rule that it can't be done, but we've never been able to identify that rule. I think it's a habit that's developed over time."

Schools Week invited the department to explain the laws underpinning this prohibition but the query went unanswered.

It's unlikely that finance leases are the only answer, but having to lease equipment disadvantages schools whose budgets are already tight.

Stuart Beck is assistant headteacher and finance director at a school in London that leases all its IT equipment. By the end of the year Beck, like many other school leaders, expects the school to use all its budget reserves of £500,000 and be out of pocket by £1.2 million by 2019 due to increasing costs and flat budgets.

The school currently spends 1 per cent of its budget, or about £40,000 a year, on leasing commitments. Looking ahead for the first time at running on a deficit budget, he is verging on desperate.

“What happens when we do run out of money as an academy? We can't borrow," he says. "And if we can't borrow and our cash flow is showing that by September 2016 we are into a negative cash balance, do we shut our doors?"

Without express secretary of state permission he cannot make use of a finance lease. Nor is his current IT expenditure extravagant. He is trying to provide only basic computers to 800 students. He has stopped offering teachers their own school laptops.

“If we are to do the best we possibly can for our pupils in a technological age, then obviously we do need to keep our IT equipment up to date,” he says. "We would like to bring in as much of the new technology as we possibly can, but at the moment we're just talking about the basic computers."

The indirect answer to schools from the DfE is to join an academy chain, be savvy, and drive better bargains. But for schools unable to find a Harris-style set-up it may be that their pupils are stuck with basic PCs rented out at a deficit while others have their own paid-for iPad.
Hello darkness, my old friend...

By @kennypieper

Do young people experience much silence in their waking lives these days? Not according to English teacher Kenny Pieper. He suspects that a lack of opportunity to sit quietly with a book might be harming their chances of developing a love of reading. This should happen in the classroom, even if silent reading is not seen as ‘sexy’ teaching.

Comparative judgment: 21st century assessment

By @daisychristo

Now that levels have been abandoned, there are fewer vital discussions than how to assess, particularly in subjects that don’t easily lend themselves to short-answer questions. The head of research at Ark discusses how one part of the solution might be to compare pieces of work directly, and use these comparisons as a basis for assessment.

How did teachers get the blame?

By @AnthonyRadice1

The author of this post asks whether the mechanisms for controlling and monitoring how schools do their jobs are so bad that they are required to control and monitor the teaching profession itself. He suspects that there are problems to be fixed. ‘There cannot be large-scale improvement while the culture of surveillance and suspicion from above, and fear and distrust from below, continues. Teachers have to be won around to more effective methods, not by clubbing them over the head, but by providing training, resources and support that show them, in a concrete way, how things can be done better.’

This much I know about...the merits of students copying from the board

By @johnotomsett

This post, like the one about silent reading, is a defence of a practice that might often be frowned upon: making students copy writing from the board. However, it’s with a specific purpose in mind. John Tomsett argues that copying his writing, as he answers a lengthy exam question, and listening to him explain what he is thinking as he writes it, is a highly effective method for his sixth-form students to understand and practise the pace of work they will need to cope with in their exams.

My thoughts on micromanagement

By @MrsCrossan19

Speaking from the perspective of somebody who has been teaching in the UK for a couple of years, this Canadian blogger has decided that the one thing that makes teaching here a tough prospect is the lack of autonomy: “With an increasing number of teachers citing workload as being the top factor influencing their decision to leave the profession, why is it that management still thinks it’s their place to tell us how to structure our time to cope with our workload?”

Lesson observations in secondary school

By fish64

This anonymous head of department doubts the effectiveness and fairness of lesson observations. The subjectivity of what good teaching looks like, and observers who lack the relevant subject knowledge, mean that the judgments made are often without real value.

The curse of zombie-Ofsted

By @emc2anddaliath

A science teacher discusses the walking dead, in the form of ideas about Ofsted that simply won’t die, no matter how many times Ofsted try to bring them down: “To be fair to Ofsted, they have attempted to lay these walkers to rest by publishing clear and unequivocal guidance about their expectations about such nonsense as ‘minimal teacher talk’ or ‘every lesson must include group work’, and so on, but even such a well meaning stake-through-the-heart has made seemingly little headway...”

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Education Is Upside-Down

Author Eric Kalenze

Publisher Rowman & Littlefield

ISBN-10 1475809947

ISBN-13 978-1475809947

Reviewer Jack Marwood

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Do you think teachers are lazy bums? That most teachers secure permanent positions and then swan about ineffectively until they retire? That far too many are so bad at their jobs that the children they teach fail to learn? That lazy bums can and should be identified by testing children’s progress relentlessly as they progress through their education?

If so, you’ve fallen for one of the classic mistaken hypotheses of the Accountability Era, skewered by US teacher Eric Kalenze in this barnstorming polemic. Education Is Upside-Down is a call to arms for those working in education to re-evaluate what many hold dear and to reconsider much of the current thinking that is driving education in the US, and, with dull inevitability, here.

For those in the UK, the insight into the education landscape in the States is fascinating, and Kalenze’s metaphors — which include a funnel, a swimming pool and a marathon — bring simple clarity to his trenchant polemic.

Kalenze analyses the reform agenda that has swept American education in what he terms the ‘Accountability Era’, ushered in by George W Bush’s No Child Left Behind Act (NCLB) in 2001. Under its own terms, NCLB — Race To The Top under the Obama administration and aimed to ensure that all children reach age-related standards by 2014 — has failed comprehensively. The policy is in its death-throws as politicians realise that education might be a little more complicated than the Accountability Era reformers suggested it might be.

Some children — those falling down the outside of the funnel, as Kalenze’s memorable image has it — still struggle to make good progress in school. Others still find education plain sailing, as they slide easily from kindergarten to university.

Kalenze’s descriptions of the ramifications of misguided ideas, such as the lazy bum hypothesis, will strike a chord with teachers worn down by the ever-increasing workload that is driving them out of the profession in record numbers here. Those who find themselves being judged by the efforts of the children they teach will recognise the all-too-common view that teachers and schools can and should be held primarily responsible for the academic achievement of their pupils.

At heart, the book is built upon a trenchant critique of the progressive tradition in US education. Kalenze writes much that will challenge those who have been trained to view the purpose of schools to provide “the whole development of each individual child”.

As a teacher of those about to become adult members of US society, Kalenze found himself disagreeing strongly with this aim. He argues that America should prepare its young citizens for meaningful participation in mainstream institutions, and that those who start life away from the mainstream continually fail to be brought into the educational funnel provided by school.

With nods to Daniel Willingham and E.D. Hirsch, Kalenze could be seen as an American counterpart to British writers such as Daisy Christodoulou and Robert Peal, who reference similar sources in their criticisms of progressive “child-centred” schooling. Kalenze offers a different voice, recognising the ways in which school reform has made the difficult task of preparing children for life even harder as curricula have narrowed and schools, particularly those working with the disadvantaged, have faced relentless upheaval as structural change and top-down policies have impacted on everything they do.

This excellent book deserves a wide readership here. Kalenze’s enthusiasm for teaching, and his desire to see all children succeed in school, is infectious. Education Is Upside-Down should be required reading for anyone who has ever thought teachers were lazy bums, and is intrigued by the idea that it’s possible to train for a marathon with only a swimming pool at your disposal.

NEXT WEEK

Improving School Governance: How Better Governors Make Better Schools

By Nigel Gann

Reviewed by Maureen Khalid
EMMA KNIGHTS
Chief executive, National Governors’ Association

OUR MONTHLY GOVERNORS’ CORNER

You don’t need to be paid to do a professional job

Sir Michael Wilshaw is right: governors need professional development. But he’s wrong about the money. It would be a mistake to do away with the voluntary nature of governance altogether.

Governance is getting better. Boards are taking their development seriously, many more understand performance data than five years ago, and far more are concentrating on key issues that should improve teaching and learning. More than four out of five governing boards that should improve teaching and learning.

performance data than five years ago, and

More than four out of five governing boards that should improve teaching and learning.

improvement and actually identify gaps.

Sir Michael Wilshaw is right: governors need professional development. But he’s wrong about the money. It would be a mistake to do away with the voluntary nature of governance altogether.

One doesn’t need to be paid to do a professional job. Sir Michael is a red herring — payment of governors. Volunteering, civic society, call it what you will, is an important part of British life.

However, the other main suggestion from Sir Michael is a red herring — payment of governors. Volunteering, civic society, call it what you will, is a new important part of British life: at Governor HQ, we argue that it is a British value. Call us quiant if you must, but the giving of time and skills to make the community a better place is a well-established part of British society and part of governance in many sectors. At NGA we are involved in a number of initiatives to learn from governance in other sectors — this was a big theme at our annual conference.

This is not a world Ofsted is involved with, and we do take umbrage at Sir Michael’s perjorative use of “amateur” in describing school governance. It has two definitions: “engagement in an activity without financial gain” and “being unskilled or inexperienced”.

While I agree that those governing our schools must not be the latter, NGA has concluded that it would be a mistake to do away with the voluntary nature of governance altogether. One doesn’t need to be paid to do a professional job. But let’s be pragmatic. When school structures grow into larger federations or multi-academy trusts (MATs), and the governance role becomes more demanding and time consuming, the issue of pay may need revisiting; if a chair of board of trustees of a very large MAT needs to spend half a week undertaking the role, that is a different scenario. There’s also governance on interim executive boards, which in our view should be used more often and always be paid — the clue is in the name. But, on the whole, we need to continue the relatively new practice of recruiting governors and trustees on the basis of skills before prematurely abandoning the well-established charity model of governance.

So while we welcome Ofsted’s spotlight on governance, and will enjoy the debate, we don’t want it to distract governing boards from improving nor to demoralise them as once again governors get a bashing in the press. We do question whether Ofsted alone has the expertise to conduct such a review themselves. Their own school reports suggest that inspectors do not always understand the strategic nature of governance, nor the lines of accountability, especially in MATs. Although on this latter, we might have achieved a breakthrough — we are waiting with bated breath, to see when, not if, Ofsted changes the named “appropriate authority” to the MAT. This should be a start to better informed conversations about governance.

A week in Westminster

Your regular guide to what’s going on in central government

THURSDAY:
The Department for Education with compadre the National College for Teaching and Leadership (NCTL) today published results of an annual survey of newly qualified teachers (NQTs).

It asked the NQTs (just under 6,000 of them) about their training and how good they perceived it to be.

For primary NQTs there has been no change in quality since 2012 (89 per cent rated it either “good” or “very good”), for secondary NQTs it has remained stable at 90 per cent for the past four years.

Type of training (university or school-led) does not appear to affect experience.

But in both primary and secondary, the biggest cause for concern for NQTs was training in the use of data. Given how much that seemingly dominates teachers’ lives, perhaps providers could take note.

One interesting titbit was how much the NCTL paid out in grants. For trainees in priority subjects (English, geography, history, computer science, Latin, Greek, music, biology and PE), a bursary of £9,000 is offered which is equal to tuition fees. In shortage subjects (physics, chemistry, maths, modern languages, primary maths) those with “sufficiently high-quality previous qualifications” also received a bursary towards living costs.

In the financial year 2013/14, NCTL gave out £287.5 million in grants. Yikes! An accompanying report suggests there is “no apparent link” between course satisfaction and bursaries, though. So even if you are paying people to take courses, they are no happier than those stumping up £9,000.

FRIDAY:
Ofqual trotted up to the north east today to hear concerns of schools in the region. The watchdog was told to do so by the education select committee after campaign group Schools North East submitted evidence about the quality of marking during this year’s exams.

Ofqual chair Amanda Spielman fielded their questions as chief regulator Glenys Stacey had an “unavoidable change in her calendar”. If anyone spots Glenys with a new haircut this week she’s going to be in loads of trouble.

SATURDAY:
Schools minister Nick Gibb married his long-term partner today. Congratulations to them both.

SUNDAY:
Baby, it’s cold outside.

MONDAY:
Ofsted today released results of a YouGov survey of 731 teachers, commissioned “to find out how well the new school inspection arrangements are understood among teachers”.

Only half of the respondents were aware of the changes, which came into force in September. Unsurprisingly, most of those were headteachers and senior leaders. The most effective way of spreading the message appears to be from senior leaders and colleagues, with only 14 per cent citing Ofsted’s website or email as how they knew about the changes.

TUESDAY:
An interview with south east and south London regional schools commissioner Dominic Herrington had been arranged for a School Week’s reporter today, via organisers of the Capita SIMS MAT conference. But Mr Herrington “had to leave” before it could take place. We’re going to have to start calling them the unreachable schools commissioners at this rate.

WEDNESDAY:
COMPREHENSIVE SPENDING REVIEW! CHECK OUT @SCHOOLSWEEK FOR LIVE TWEETS OF WESTMINSTER EVENTS!
Duchess supports Place2Be charity

The Duchess of Cambridge has spoken out about the crucial role schools play in tackling mental health problems early in life.

Addressing school leaders and mental health experts at Place2Be’s headteacher conference in London, she spoke about how the roots of poor mental health in adulthood are “almost always present in unresolved childhood challenges”.

She added: “As headteachers you have the chance to reach tens of thousands of children during your careers, and make an impact on a great scale.”

The Duchess also raised the importance of early intervention: “Parents, teachers and other school staff need the tools to help these young people early in their lives. And the earlier, the better. It is proven that early action prevents problems later in life.”

The Place2Be charity provides in-school support and expert training to improve the emotional wellbeing of pupils, families, teachers and school staff.

Barnsley teaching assistant wins top award

Jill Birch has been named outstanding higher level teaching assistant (HLTA) of the year.

Ms Birch, who has been at Birkwood Primary School in Barnsley for 11 years, works mainly with year 6 children and is responsible for art and design technology across the school.

Her additional expertise in reading, writing, maths and practical science has helped pupils to “significantly improve” their reading skills.

Described by her colleagues as “an outstanding role model who encourages a can-do attitude”, she willingly gives up her break and lunch times to support pupils.

Her strengths in art and design are shown in displays around the school and she has helped the school achieve Artsmark Gold Status.

To celebrate her work, Ms Birch received a trophy and framed certificate from shadow schools minister Nic Dakin at a ceremony in London last week.

She said she was “delighted to receive the award but really shocked, especially when you consider all the excellent work all of the other finalists are doing.

“Everyone at the school is thrilled to bits for me. We always have a celebration assembly at the end of the week and the children presented me with flowers, which was lovely.

“The children are the main reason I love the job. They are a delight to work with.

Academy on song for festive slot

An academy in Hull is aiming to raise £1 million this Christmas to aid refugees — and to take this year’s No 1 slot for a festive hit.

The Archbishop Sentamu Academy teamed up with not-for-profit record label Nu Skool Music to compose Move as One, a song about how people can support refugees through “a spirit of unity”.

The team of young musicians, vocalists and performers produced a dance to go with an accompanying music video, drawing on Hull’s cultural heritage as a seafaring city.

The final production features teachers as well as pupils from three primary academies that are part of the Sentamu Academy Learning Trust (SALT).

Andrew Chubba, executive principal of SALT, said: “The plight of refugees the world over is worsening by the day.

“Considering this in the light of the academy values of trust, love and community, pupils and staff wanted to do something to help improve the lives of some of the world’s most unfortunate and down-trodden people.”

The song will be released on December 18 but visit www.youtube.com/watch?v=H-55tjMjQgO to watch the video now.

All money raised will be donated to aid organisation Médecins Sans Frontières.

HAVE YOUR SAY IN COLLEGE’S FUTURE

Teachers can help to shape the future membership of the College of Teaching by taking part in a “Big Staff Meeting”.

The initiative asks teachers to put aside half an hour to help consult on key college membership questions that will be determined on January 6.

Following the meeting, teachers will be asked to take part in a national consultation by responding to questions online that will seek their views on the membership, and can reply any time in the run-up to February half-term.

Claire Dockar, a teacher at Lipson Co-operative Academy in Plymouth and founding trustee of the college, said: “The college must be owned by its future members to be truly independent and to contribute significantly to the professional autonomy of teachers.

“By taking just half an hour out of a school day, teachers can have their say and play a key role in changing the future direction of the profession.”

Visit www.claimyourcollege.org/big-staff-meeting to download The Big Staff Meeting pack and supporting resources.
Wayne Norrie will take over as chief executive of the Greenwood Dale Foundation Trust (GDFT) from January 1.

He is currently an executive principal at the GDFT where he oversees quality assurance and supports nine of the trust's academies in Northamptonshire.

He was formerly a senior HMI inspector responsible for the East Midlands.

In his new role, Mr Norrie says he will put a lot of emphasis on leadership. “We’re going to look at a teaching school alliance model and development. So the next stage is around leadership development teaching, going for teaching school status and looking at continuing professional development across the curriculum and how we can really support our leaders.”

Mr Norrie completed a geography degree at the University of Leeds.

Delyth Roberts is now acting principal at Southmere Primary Academy in Bradford.

She has been at the school since 2010 when she joined as an assistant head.

As leader of the school, Ms Roberts says she will put a “big focus” on early years, “making sure the provision is really tight and appropriate for the children coming in”.

She added: “The communication and language aspect of the curriculum really needs to be a focus for us because we have a lot of children who are not rich in language. Plus, many children don’t have English as a first language, so that is really important for us right across the school.

“We’re making sure there are maximum opportunities for the children to talk in and around the environment, and that there is questioning in all areas — with opportunities for answers. We’re also extending pupil thinking with higher thinking questions to push their responses on.”

Ms Roberts studied at Bangor University where she completed a BEd.

Education journalist Fran Abrams takes over from Sue Littlemore as leader of the Education Media Centre, a charity that aims to improve public understanding of education research and evidence.

Over the past 15 years Ms Abrams has been a familiar voice on BBC Radio Four’s investigative programme, File on 4, reporting on education issues including school inspection reforms.

She has more than 25 years’ experience of reporting education and says she joined the Education Media Centre because she is a “huge believer in informing the public discourse on education through the use of evidence.

“Education is one area in which evidence is very badly used, where we have a lot of rhetoric and a lot of noise and where quite often people are ignoring the facts because they don’t know about them.

“It is vital to the democratic process that the public generally and policymakers in particular have access to decent evidence when making decisions.”

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Cayley Primary School, Aston Street, London E14 7NG

Assistant Head Teacher for Inclusion
REQUIRED FOR APRIL 2016 OR SOONER
SALARY: LEADERSHIP SCALE 7 - 11

We are looking for an outstanding classroom practitioner to join our highly regarded leadership team.

'The headteacher and deputy headteacher have demonstrated strong leadership and share an ambitious vision for the school'.
OFSTED June 2012

This is an exciting opportunity for a talented and ambitious teacher. Cayley is a welcoming, lively and diverse two-form (expanding to three-form) entry primary school with a clear vision for the future.

If you have drive, energy and ambition, why not join us?
If you are keen to work as part of a team to:

- inspire, challenge and motivate all learners
- promote a learning culture with high expectations & achievement at its core

Then Cayley Primary School could be what you are looking for.

Our school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. These posts are exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of appointment. Visits to the school are welcome and expected.

Application packs can be downloaded from the Schools Week website: schoolsweek.co.uk.
Completed applications can be emailed to recruitment@cayley.towerhamlets.sch.uk or posted to the school address.
Telephone numbers: 020 7790 1490
e-mail address: recruitment@cayley.towerhamlets.sch.uk

CLOSING DATE: 04/12/2015
INTERVIEW DATE: TBC

Looking for a teaching career that can flex around your lifestyle?

We are now recruiting for Support, Teaching and Leadership Roles across the South West.

We are recruiting for sensational primary and secondary school teachers, NQTS and early years practitioners to work with our team across the South West. Class People are an award winning independent education recruitment company supplying local teachers to local schools for long-term and day to day supply roles.

If you are passionate about education with a great ability to engage and motivate a class, we would like to hear from you. At Class People we are an agency set up by teachers for teachers so we understand your needs. We offer competitive rates of pay and access to a variety of fantastic schools in the local area. Further benefits include the ability to earn points towards free CPD through our Class People Accreditation scheme and regular social events.

If you would like to join our growing team email tanith@classpeople.co.uk or visit our website www.classpeople.co.uk for other areas or vacancies.

www.classpeople.co.uk
Head of School
Dodworth St Johns Primary Academy
Scale – L10 –L16
Start date – September 2016

About PRIDE MAT
PRIDE is a Multi Academy Trust whose Purpose is to ensure that all pupils, no matter what their setting, achieve their maximum potential. The Trust will carry out its duties with mutual respect and support between staff, pupils, parents and communities and will utilise the most innovative teaching and support methods to make sure that pupils receive the best, all-round education and experiences possible. We will ensure that each Academy retains its Distinctive ethos and identity. Using its best Endeavours, the Trust will take care that Academies within the MAT receive equal support, guidance and Governance.

Motivated and committed

Dodworth St John’s Primary Academy is an outstanding primary school that wants students to fulfil their potential. With a momentum for progress and a motivated team, we are ready to achieve much more.

Raising standards

We want all teaching to be of the highest standard and through this will further accelerate the achievement rates at the end of KS2 and raise progress and achievement for all. You will be positive, passionate and enthusiastic.

Make your mark

This is an exciting role that is perfect for an ambitious and focused leader who is energetic and passionate about teaching and learning and has the desire to make a difference through new and exciting practice. Already an outstanding professional, you’ll have the drive and experience to engage with staff, students and all stakeholders and build strong links with the wider community.

Expert support

You will enjoy the support and challenge of being part of a family of academies – working alongside leaders in their field, and benefitting from great learning and training opportunities at a local, regional and national level.

This post will require you to undergo an enhanced DBS check.

The successful candidate will be able to evidence:

- a commitment to outstanding classroom practice and supporting others to achieve this
- the importance of encouragement and constructive criticism to inspire and facilitate success for pupil achievement and staff development
- a clear understanding of the use of current data and its usage in informing potential changes required within the curriculum and staffing structures of a school
- a recognition of the high standards of both discipline and behaviour that assist in creating a productive learning environment
- strong interpersonal skills

Dodworth is able to offer:

- a delightful community of children who are courteous, welcoming to visitors and newcomers, enthusiastic, lively and eager to learn
- support from a committed team of professionals who are keen to continue the development of their skills and competencies
- support from the Executive Head and directors in creating and delivering the strategic direction of the school

Please ring Mrs Simpson on 01226 286514 to arrange your visit and meeting with Mr Goddard, Executive Head.

To apply, please visit https://barnsley.engageats.co.uk

Closing date: 12 noon 18/12/2015
www.dsja.org.uk

Ealing Fields
Brave Hearts, Bold Minds

School Business Manager
FULL TIME
SALARY: £45,000 (OR UP TO £50,000 FOR AN EXCEPTIONAL CANDIDATE)

Our Vision:

To inspire and empower our students to flourish in all aspects of their learning, so that they are committed to being and doing their best.

To ensure our students leave us with the dispositions, experiences and knowledge to realise their career and life aspirations, enabling them to make a real impact in their community and live fulfilling, happy lives.

Job Title: School Business Manager

Setting up a school from scratch is a rare and exciting opportunity. To help turn our vision into reality, we are looking for someone who thrives on a challenge and who doesn’t mind getting their hands dirty, especially in the early days when we will be getting the school off the ground (literally!).

This is a job that will give you a chance to grow with the school and create your own team around you, building on your strengths and finding out about things along the way that you never dreamt you would need to know. It will never ever be dull; it will be a job for someone with real passion who wants to make a difference.

When you come into work each day you will be able to see first-hand how your decisions are helping the next generation get the most out of their education in a unique environment. It’s certainly not a job for the faint hearted or for someone who watches the clock. However, if you want to be part of a small and dedicated team committed to making a real difference to young people’s lives, this could be just the job for you.

Objectives:

To promote the highest standards of business ethos and ensure the most effective use of resources, including taking lead responsibility for finance, administration, property and provision of other non-educational services.

To provide highest quality advice and support to the Headteacher and Governors in managing the school’s resources.

Required from April 2016 (or earlier if possible), a highly skilled and flexible professional to join the school leadership team and lead the finance and business functions of this new 11–19 secondary school serving South Ealing which will open in September 2016.

This exciting and demanding role will provide an opportunity to create and shape a new school off the ground (literally!).

To apply, please visit https://barnsley.engageats.co.uk

Closing date: 12 noon 18/12/2015
www.dsja.org.uk
Hipsburn First School and Preschool is an Ofsted outstanding school for pupils aged 2-9 years, situated in a rural, coastal setting close to Alnwick in Northumberland. The school has a clear vision that excellence is an expectation, everyone's contribution is valued and respected so that every day is exciting and joyful!

The school is expected to convert to a Primary School starting in September 2016. Plans are presently being drawn up to extend the building and enhance the facilities.

Our Headteacher is retiring. Governors, staff, pupils and parents are looking to appoint a dynamic, inspirational leader who is passionate about teaching and its impact on learning.

The successful candidate will ensure that the school's caring ethos is firmly embedded in all that we do and to guarantee that all children access the very best educational experiences.

You will be supported by a highly motivated and experienced team, you will probably have the opportunity to transform an outstanding First School into an outstanding Primary School.

We are proud of our school, please visit our website (www.hipsburn.northumberland.sch.uk) and please come and visit us for an informal chat and look round.

Closing date: Noon 7th December 2015
Shortlisting date: 8th December 2015
Interview date: 16th and possibly 17th December 2015

We are committed to safeguarding and promoting the welfare of children and all staff must share this commitment. The post is subject to enhanced DBS checks.

Start date: 1st May 2016 but provision is made for an earlier start prior to the current Headteacher's retirement to allow the successful candidate to get to know the community before taking the lead.

To arrange a visit to school please contact the School's Admin Office:
Tel: 01665 830210; email: admin@hipsburn.northumberland.sch.uk
Please apply online via: www.hirewire.co.uk/LA/1053601/MS_JobDetails.aspx?JobID=65262 or by email to: Lisa.Headington@northumberland.gcsx.gov.uk.

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**PRIMARY SCHOOL PPA**

We are seeking to appoint ambitious, highly effective and experienced Primary School PPA Teachers to join our very successful, heavily over-subscribed school Trust with an outstanding ethos where staff are supported to become the best.

These positions are for Loxford Primary School.

Our commitment to your professional development can be seen in our Investors in People status. We treat children as individuals and we are strongly committed to equality of opportunity.

Our ICT rich environment promotes learning both in the classroom and elsewhere. You will have the exciting opportunity to work alongside a highly motivated, supportive and well qualified team of teachers and support staff.

Like us, you will be dynamic, innovative and hardworking with a desire to positively impact upon students’ learning and a firm commitment to high academic achievement. Above all you will be dedicated to giving all our students an outstanding education.

The successful candidate will be:

- An excellent practitioner who can enthuse and inspire.
- Passionate about raising aspirations and improving educational life chances.
- Able to demonstrate a proven track record of leading improvement.
- A role model and champion of learning.
- Clear-thinking and outward-looking.

- Dynamic, innovative and hardworking.
- A leader who is able to demonstrate high-level interpersonal skills.

You will:

- Join a skilled, creative, and supportive team.
- Be part of a forward thinking organisation with Training School status.
- Have a chance to shape the future of the area.
- Work within a brand new, well resourced specialist learning environment.
- Be given the opportunity to develop personally and professionally.
- Make a real difference to the lives of young people.

Please feel free to visit our school website on www.loxford.net.

The closing date for submissions is Tuesday 1st December 2015.

If you have any questions regarding the post or are unable to apply online, please contact 020 8514 4666 to request an Application Pack or speak to Mr. Glassman, Human Resources Officer, Loxford School of Science and Technology, Loxford Lane, Ilford, Essex, IG12UT

The school is committed to safeguarding and promoting the welfare of children and young people. The successful candidate will be subject to an enhanced DBS record check.

We reserve the right to bring forward the closing date if we consider that we have received an appropriate number of suitable applications for the post.

www.loxford.net
Pearson are recruiting visiting examiners for GCSE Drama - 5DR03

We currently have a number of opportunities for Drama teachers to mark during the examinations this summer. We are keen to recruit qualified teachers across the UK who are currently teaching or recently retired. It is an excellent opportunity to earn some extra money in a part-time role, alongside any full-time commitments you may have, whilst also developing your career in education.

A Visiting Examiner is responsible for marking candidates’ performance by visiting centres and ensuring the overall standards are maintained. Centre visits involve marking forms of examination work, or conducting and marking oral examinations, or being present at practical examinations where the activity of candidates has to be observed as part of the marking procedure.

**Experience needed**
- You will have a degree or equivalent.
- You will be a qualified teacher.
- You will hold a minimum of one year’s full time teaching experience of the relevant subject and level, after qualifying.

**Competencies required**
- You will have the ability to work well under pressure.
- You will have the ability to meet deadlines.
- You will be IT literate.

Please note, should you be successful you will need to attend training on **Saturday 5th December** – this will be held in London. You will be paid for attending training and we will also cover your accommodation and expenses.

For more information and to apply please see the link below:

In the meantime, if you have any questions regarding the role or the recruitment process then please email us at aaresourcing@pearson.com.

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**The Roman Catholic Diocese of Northampton**

**Vacancy – Director of School Development**

£70,000 - £75,000 PER ANNUM

The following statement by the Trustees sums up the opportunity:

‘As Trustees of Diocese of Northampton we want to recruit and appoint an exceptional person to work with NORES, the diocesan Education Service, as we move to a new stage of our mission in Catholic education. This is an exciting opportunity to lead and embed change and to develop the life of our schools at a time of fast-moving national and local changes to the education landscape.’

This vacancy is a rare opportunity to join the staff of NORES (Office for Religious Education, Schools, Catechesis and Evangelisation) who work together to assist Bishop Peter and all in the diocese, in the teaching mission of the Church. The diocese covers 7 local authorities – Bedford and Central Bedfordshire Buckinghamshire, Luton, Milton Keynes, Northamptonshire and Slough.

Within this Service, the Schools Commissioner has been responsible, with the RE Advisers, for the promotion of the best quality of Catholic education we can provide. In response to the changing educational landscape, the Trustees want to invite a candidate of proven experience to develop a new post, the Director of School Development, to replace the Schools Commissioner role following the current Commissioners retirement in December.

Initially the key focus of the Director of School Development will be the academisation of our schools, which will determine the point from which both the schools and the role itself can develop. We are looking for a strong candidate who has the skills to guide our schools through this time of change and help establish the strategy going forward.

The Director will provide leadership at a time of national change and will ensure the centrality of the Church’s mission in education. Therefore, applicants will be practicing Catholics with an excellent track record in senior leadership and management within the voluntary aided education sector.

Working with the Schools Officer, the Director of Schools Development will also have overall responsibility for providing support and advice to our schools from governance to professional development. Excellent interpersonal and creative problem solving are therefore essential skills in any applicant.

The NORES office is based in Luton, however travel will be necessary, so access to your own vehicle and a full UK driving licence is required.

Full information for the position and an application form can be obtained by visiting the Diocese Website www.northamptondiocese.org or contacting:

Paula Wynn – HR Advisor
Diocese of Northampton
Bishops House, Marriott Street
Northampton, NN2 6AW

Tel: 01604 714840 (a name and address can be left on the voicemail)
Applications should include a covering letter and the closing date for application will be **Monday 7th December 2015** with interviews on **Monday 14th December 2015**.
SCHOOLS WEEK Sudoku challenge

Difficulty: EASY

Last Week's solutions

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Difficulty: MEDIUM

Solutions: Next week

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Difficulty: MEDIUM

Spot the difference to WIN a Schools Week mug

What's the caption? tweet a caption @schoolsweek

Spot five differences. First correct entry wins a mug. Tweet a picture of your completed spot the difference using @schoolsweek in the tweet.