

## **Future of the Teaching Profession Meeting**

**Macmillan Room, Portcullis House**

**Monday 10<sup>th</sup> July 2017, 10am-12pm**

### **1. Introductions**

Mr. C Waterman welcomed attendees and introductions of attendees were made

### **2. Welcome from Ian Mearns MP**

Mr C. Waterman advised it was hoped that Ian Mearns MP would join the group during the course of the meeting.

Mr C. Waterman advised that Flick Drummond and Caroline Noakes would no longer be Officers for the APPG

### **3. The Queen's Speech and the debates in the Commons and the Lords**

REPORTED:

That Justine Greening had report that legislation needed to drive up education standards and quality was already in place.

That it was noted Grammar schools had not been mentioned in the Queen's Speech and this raised considerable concern that the use of the Kent model would be replicated to clone and create more selective schools. Furthermore, it is important to define what a school is and that Free school legislation could enable selective schools to be created.

That members highlighted the focus should be on bigger issues than grammar schools and it is hoped the debate on Grammar Schools would not continue to be a distraction.

That Angela Rayner had noted that the majority of "children would go to a secondary modern school...if we brought back selection."

That the debates had highlighted that there had been precious little to be said about school funding, and members asked is "fairer funding really to be fairer funding".

That the Lords debate had highlighted "we must increase capacity in those parts of the country that have been left behind" and that there is a need to drive up standards, spending more on education than others have done before.

That Baroness Sherlock had noted that the absence of the plan to take away lunches from infants was positive but there remained a lack of vision for education.

That Lord Storey had focused on issue of funding and "recruitment and retention of high quality teachers" with a crisis point being reached with pupils studying maths without ever having a Maths graduate teacher and a lack of strategy had led to "recruitment cold spots".

That Lord Listowel added that social mobility reports had shown the UK failed to provide people opportunities to broaden their horizons as seen in France and Germany and that a Green paper on children and mental health would shortly be published raising similar concerns.

#### 4. The Governments approach to the teaching profession: a discussion

##### REPORTED

That the Queen speech appeared to omit requirements of university to sponsor schools if they are to raise fees and that this was welcomed;

That whilst it was important to consider student mobility across countries it was also important to consider mobility within our own country.

That 2010 had seen a huge change in direction for Education and it was unclear if changes had been fully implemented or were we still on the road to deregulation.

That it was important business as usual for education, with free schools and academies continuing for the foreseeable future and there was a continued move towards EBacc continues.

That there was no expectation for anything to change significantly at this point in time;

That the effect on core of national funding in mainstream schools, not the same pressure and do not understand the implications of the higher needs block;

That it was likely there will be further hung parliaments into the future therefore backbenchers have greater influence and part to play in shaping education;

That the smart use of technology and social media would enable data to be used well and drive campaigns means there is all to play for;

That there was a need to change to proportional representation which would lead to more inclusive voices in parliament;

That the Schools Cuts campaign had seen the positive engagement of head teachers and governing bodies with studies identifying that 1 in 10 voters had changed their vote based on education policy.

That there had also been a marked increase in parental engagement in the election campaigns than had previously been seen, and that educators should now be challenged and encouraged to keep that parental support and voice around recruitment and retention alongside funding;

That there was a risk with including the parental voice unless they are educated and educators can persuade parents to trust teachers;

That parental awareness of issues is increasing and encouragement should continue to develop this;

Unsettling of schools trying to gain entry into MAT and impact on teaching profession and huge impact on teacher morale and school morale.

That Chris Waterman is currently working on the Multi-Academy Trust (MAT) Good School Guide with schools needing to develop a better understanding of possible broker options and that schools hard to sell are included.

That there was acknowledgment that recruitment and retention is similar to funding with schools now acknowledging everyone is in the same boat.

That schools need to be funded appropriately to allow teachers to develop professionally, and that until this looks differently then supply problems will remain with the graduate market increasing becoming more restrictive.

That there was an importance to engage more MPs within the group, noting there had been a number of MPs elected with very recent teaching experience that could provide some good opportunities for feedback.

That the timing of meetings for the APPG need to effectively allow for big groups and promote the sense of urgency and therefore would be arranged to normally take place at 4pm on Mondays.

That the chair of the Educations Select Committee would be a Conservative representative.

## **5. Teacher Supply: the current situation**

REPORTED:

That 2017 was proving to be a more difficult recruitment year for training than seen last year with more worrying numbers seen in applications received on UCAS.

That there appeared to be a more difficult secondary recruitment round and therefore, would have a significant impact on the 2018/19 labour market.

That it was anticipated next year's recruitment for training would be event more challenging year for Primary recruitment.

That the crude numbers in the Secondary sector are up this year than last year for roles being advertised and this could be a result of people leaving profession and the tightening of the labour market i.e.; re-advertisement of roles.

That there were regional location issues also evident with an analysis of the recruitment round to date showing implications for those schools who need to recruit for January 2018.

That recruitment for PE and Art were unaffected, however D&T was likely to be a problem even with the reduction in teaching hours.

That the English training regime was very different to others and trainees were more likely to be employed within the schools they were employed within or carrying out training with.

That it is anticipated that the recruitment of English teachers in January 2018 will be a significant problem and Heads will need to plan for this now, a significant challenge given they may not now their recruitment needs at this stage.

That members noted the uncertainty of the Brexit Parliament raised concerns about the impact on the workforce with 22% of teachers employed being EU nationals working in schools.

That the EU market was proving to be bigger than thought and there was a growing international market specifically within the medium of English.

That teachers of 3-5 years of experience are being seen to move into the International schools market and by 2026 it was expected the numbers requiring international schooling

would raise to 16K and it was expected there would be an increased requirement for more teachers, noting the labour market was traditionally made up of the young labour market.

That the UK labour market was now at its youngest demographic than previously seen and increasingly made up of female teachers.

That last year might have been a better year due to a combination of factors and consequences for the curriculum.

That seven Arts APPGs were currently working together to get creativity back into the curriculum.

That the conservative manifesto had pledged the introduction of a national vacancy portal in response to a lack of understanding in supply teacher market and the inflation affecting figures.

That the track record of involvement by governments in such schemes had not been positive and that TeachVac provided real-time data, across Primary and Secondary including regional locations. That there were concerns about the data for applications in September, which had demonstrated a decline in 21-22 aged applicants and new graduates coming into teaching. The loss of such applicants would see teacher supply faced with significant problems.

That members reported there was huge growth in the International school market and the jurisdiction was anticipated to will be bigger than the UK Sector.

That international school labour markets first preferences were for PGCE students as they often favour A Level and iGCSE curriculums.

That there was a requirement to make it easier for PGCE graduates to complete their NQT year and subsequently obtain QTS overseas as well as promote the opportunities for their return to the UK.

That there was a lot of competition in the market for online advertisement and if new entrants were to be successfully they needed candidates to look at it if to be effective.

That there were lots of different routes into teaching which was a positive and more opportunities to make it easier to get into teaching should be considered.

That there was considerably more money to be made on long-term supply and that school leaders needed to think about how they used Supply cover differently.

That policy makers needed to put pressure on the “transfer window” and make amendments to recruitment cycle.

That there were a number of factors affecting the retention of graduates and the period of retention of teachers needs to be increased. That the lack of innovation and creativity within the curriculum affected retention of graduates; the conditions of the status of the profession was not comparable to other professions i.e.; poor building facilities; and the status of the profession within wider society – teachers want a position in society and to feel valued, the berating of selves and the profession would not encourage people to remain.

That teachers require support within their role, 1 in 5 children are seen to have vulnerability issues, 1 in 6 children live in poverty – how prepared are teachers in teaching these children’s?

The Continuing Professional Development (CPD) needed to have teeth and be valued both within and outside profession and the engagement of parents was crucial. It was reported that parents were a huge resource for future teachers, with opportunities to recruit them onto foundation degrees and progress to QTS, allowing opportunities to build upon their commitment to their local community.

That the market appears to be employing to Uni-led places over other routes. That there was an expectation that School Direct Salaried funding will be removed completely next year and the introduction of the teacher apprenticeship expected to replace School Direct Salaried.

That it was reported a quarter of teachers quit within 6 years (Observer) with teacher workloads being a driving force for people opting out of the profession.

That high workloads resulted in high stress levels leading to a most stressed workforce, which was notably higher than other professions.

## **6. The Royal Society Perspective**

REPORTED:

That the Royal Society have a key event taking place Wednesday 12<sup>th</sup> July 2017, the Future of the Teaching Profession. That the event would consider the future of AI and automation study carried out.

That the event will generate a report with recommendations and effects for different sectors including education and teaching.

That the event will also consider the Future of Education, taking gateway issues and look ahead to 2030 incorporating interactive sessions.

That 50 attendees were expected and a number of outputs will be generated.

That the Royal Society would welcome Union representation at the event.

## **7. The APPG for the Teaching Profession: update**

REPORTED;

That the APPG had a real role to play in the new reality.

That the group would look to promote the work being carried out by attendees within APPG, generating support and more press attention.

That attendees were asked to nominate speakers to attend APPG meetings, as the groups is keen to build strong agendas.

That thanks were expressed to all those attending the meeting and future APPG meetings.