



Minutes of the Annual General Meeting of the  
All Party Parliamentary Group for the Teaching Profession  
held on Monday 13 March 2017

Present: See Appendix 1

Apologies: Neil Carmichael MP, Angela Rayner MP, Ian Mearns MP

1/16-17 Introductions

Mr Chris Waterman, Secretary welcomed attendees and advised he was chairing the meeting on behalf of Ian Mearns.

Mr Chris Waterman advised that it was the Annual General Meeting of the All Party Parliamentary Group for the Teaching Profession.

That the following members be welcomed from the House of Lords: Lord Jim Knight; Lord Listowel and Baroness Rita Donaghy.

2/16-17 Welcome from Mr Chris Waterman, Chair

REPORTED:

That the All Party Parliamentary Group for the Teaching Profession had been established to address concerns related to Teacher Supply at a strategic level and to raise the profile of the issues with Parliamentarians and the Government

That apologies had been received from Neil Carmichael MP, Angela Rayner MP and Ian Mearns MP.

That Mike Kane MP, Shadow Education Minister would present on behalf of Angela Rayner, MP

3/16-17 Annual General Meeting

(a) Election of Officers

Baroness Estelle Morris  
Lord Francis Listowel  
Lord Storey  
Ian Mearns, MP  
Flick Drummond, MP  
Bill Esterson, MP  
Caroline Nokes, MP

(b) That there were no accounts that required to be reported to the meeting.

RECEIVED:

An oral report from Mike Kane MP, Shadow Education Minister was provided on behalf of Angela Rayner, MP.

REPORTED:

That the teaching profession was currently faced with a real crisis

That previous standards had promoted an academically rigorous profession, however recent changes had shown a move towards an increasingly job-based, apprentice style approach for training in the profession.

That government policy had indicated an intention to become more competitive. However, the reverse had been seen with UK Education showing a downward trend in Pisa Tables.

That comparisons had demonstrated that the approach seen in Finland developed a high class profession and system which produces the best outcomes and targets.

That the quality of teaching and learning was key to raising standards in schools and that assessments were currently over-bureaucratic and burdensome.

That social mobility could not be achieved through selective schools i.e.; grammar schools and that current studies identified that the private school sector appeared better equipped to support children who fall within the FSM category.

That the numbers of EU national teachers currently employed in the UK Education Sector was high, with approximately 15,000, and that Brexit could significantly impact on their retention.

That the privatisation of education, seen in recent years with the increase in Multi-Academy Trusts, has led to national terms and conditions of employment being less secure for teachers and the landscape of the profession was continuing to change.

That the Education Funding Authority had clawed back £50 million this year whilst 1 in 4 free schools were struggling to meet quality standards. Increased financial pressures with, £3 billion worth of cuts to schools funding, were having a critical impact.

That the government needed to demonstrate support for the teaching profession if the current issue in recruitment and retention were to be overcome.

**Would a world class teaching profession include the related Early Years and Social Work sectors, bearing in mind there were common causes across all groups?**

That evidence had shown large numbers of maintained nurseries closing and alongside the closure of Sure-Start programmes, was having a detrimental effect on social mobility and life chances of children in affected areas.

5/16-17 Recruitment and Retention of Teachers – Mr Chris Waterman

RECEIVED:

A paper outlining the Select Committee recommendations provided on Friday 10<sup>th</sup> March 2016, and some notes on the ASCL conference held on 10<sup>th</sup> March 2017

REPORTED:

(by the Chair)

That the recommendations appeared to align with the manifesto for ITE published in February 2015 and written by members of SATTAG.

That government response to the recommendations outlined were pending.

That the migration advisory committee had found no evidence of issues to recruit to Design and Technology positions within schools.

That the reason for lack of evidence was likely to be a direct result of subject departments closing-down within schools resulting in a reduction in vacancies available.

That ASCL had identified 5 steps that government should consider in addressing the recruitment and retention needs of the profession and these were: paying off annual repayment of tuition fee and maintenance loans of those in profession; adopting special package for shortage subjects within shortage areas; supporting geographical areas with significant recruitment and retention difficulties; and consider developing a CPD strategy from pre-entry to leadership.

That Justine Greening, MP had addressed the ASCL conference and identified key priorities covering an ambition to increase professional maturity within the profession; a commitment to on-going CPD, and clear, rewarding career pathways for professionals.

(by P. Tatlow)

That teacher CPD and school improvement should be considered one and the same thing.

(by the Chair)

That Justine Greening had further highlighted the need to strengthen QTS and incorporate more flexible working arrangements for teachers, enabling an increase in Part-Time contracting and better maternity support arrangements for professionals.

6/16-17 Teacher Supply: the current situation – Professor John Howson

RECEIVED:

An oral report from Professor John Howson

## REPORTED:

That the current Teacher Supply Model, funding consultation and funding formula failed to account for SEND and Higher Needs Block.

That the Higher Needs Block covered a small number of children with complex SEN who were often supported through not-for profit organisations and there was no evolving national strategy established to address this sector or hospital schools.

That three issues were addressed in the oral report covering a current analysis of Secondary vacancy rates; Supply of new entrants for September 2017; and the supply of new entrants for September 2018

### Current analysis of Secondary Vacancy rates.

That figures analysed for January-February 2017 had identified that vacancies exceeded those seen in the same period identified in 2016,

That the largest demand for teachers had been seen within London and surrounding counties, whilst other regions had also indicated an increase in demand.

That reasons for the increased demands were not fully understood and may be attributed to an increase in pupil numbers moving through the education system from Primary level.

That exit interviews were not currently being used to capture and evaluated common reasons for leavers moving away from the profession.

That the peak of vacancies would be expected to occur during April 2017 and schools had greater certainty regarding their budgets than in previous years.

That there was a high level of wastage within years 3-5 and departure rates had gone up markedly.

That the following subjects were on red-alert, where it was expected there were insufficient numbers of trainees to fill vacancies by January 2018: English, Business Studies, Art, PE, Music and potentially Drama.

That all other subject areas were coded as Amber.

### September ITT recruitment

That the graduate scheme recruitment was down to 24,720 for 2017.

That applications across the majority of the country were down, with London applications seeing a decline of 200 and the North West being down by 300.

That there was a significant drop in application from final year graduates (below 23 yrs), with just under 8000 received.

That the reduction seen with final year graduates had not been fully offset by career changers and mature applicants.

That prior to the inclusion of Teach First figures to the ITT recruitment numbers, 35,000 applications had been received from graduates and therefore there had been a loss of 10,000 applicants compared to 2016.

That assuming there is no change in programmes – this poses problems for providers – low quality? Or leaves empty places for post-finals in the summer?

That the decline in applications was a dilemma faced by HEIs and school-based providers alike, with HEI applications recorded at 36360 of 76440 by February 2017.

That SDS applications were recorded as 10,350 compared to 11,680 seen in 2016 despite a higher number of older applicants being seen in 2017.

That the recruitment to Business Studies ITT had seen low numbers of recruits and there was a declining number of female applicants: 24,000+ applications were received from female applicants in 2012, compared to 17,360 seen in 2017

That current numbers suggest recruitment will be similar to that seen in the 2015 round, suggesting that the recruitment controls implemented in 2016 may have helped in the early phases of the recruitment cycle.

#### Supply of new entrants 2018

That if financial pressures do not reduce, recruitment of new entrants in 2018 will produce another challenging year for the recruitment market.

That the recruitment to Headship posts has seen schools recording second advertisements increasingly to appoint to vacant positions in schools. That there may be insufficient advertised vacancies to account for the recruitment challenges seen within Mathematics but this may be a direct result of schools suppressing vacancies as they feel unable to recruit.

(by Baroness Donaghy)

That questions relating to the retention and recruitment of teachers had been raised with the Department for Education but they had so far failed to respond.

That support and encouragement would be provided in continuing to discuss the concerns surrounding teacher supply.

That School Direct does not appear to be recruiting as well as it had been hoped and could be symptomatic of the confidence in the wider labour market.

(by Lord Knight)

That there is a real sense that the Teacher Supply Model is now defunct as it fails to consider that schools are now looking to massively grow their own staff and therefore recruitment is less evident.

(by Lord Listowel)

That Finland had reduced the number of institutions to four, of high quality delivering Teacher Training.

That the most disadvantaged children required the very best teaching, whilst current policy demonstrated that schools were recruiting the wrong teachers to the wrong schools

That the book, *Cleverlands* by Lucy Crehan, addresses the concerns of ever-changing policy based on 'top-performing' education systems and shares their experience of teaching in 5 top ranked Pisa schools.

7/16-17 College of Teachers: update – Dame Angela Peacock

RECEIVED:

An oral report from Dame Angela Peacock

REPORTED:

That Dame Angela Peacock was the CEO for the Chartered College of Teaching (CCT).

That the current key focus was to develop the reputational status of the organisation.

That the CCT aim was to establish a professional body for Teaching that provides a voice for members, raising the bar within the profession, working in partnership with subject and learning organisations.

That the CCT aimed to resist policy changes made in haste and would work towards informing policy changes made through more engagement with evidence and experience.

That membership for the CCT had launched on 16 January 2017, with membership costing £39 per individual registration, and had seen 1000 registrations in 5 days of opening.

That a conference held on 16 February 2017 to promote the enterprise had generated large interest in the core aims of the organisation

That members had reported workload as having a significant impact and was a driving force for teachers leaving the profession

That the organisation was establishing clear pathways, would provide access to 2000 plus academic journals, and the first edition of a peer-reviewed journal would be launched in May 2017 providing a network for professionals and promoting teaching as a vocation.

That the organisation should not be viewed as a rebranding of the General Teaching Council (GTC), as its aim was to be reconnect, re-energise, and shift the discourse within education.

That the organisation would be working towards becoming increasingly independent and was seeking to have 50000 registered members

**What were the risks and opportunities the organisation has identified, bearing in mind the current government agenda?**

That whilst the profession was seen to be a conservation profession there was greater risk in not acting.

That a more expert, connected and informed profession allows for a more informed approach to addressing educational reform.

**How will the organisation be different to the General Teaching Council?**

That GTC registration was a mandatory requirement for those working within the profession. However, the full remit of the GTC was largely unknown and often viewed only from a regulatory aspect.

That the CCT would represent a more meaningful organisation to professionals and would allow for ongoing learning and development, consider essential for those teaching others.

8/16-17 Training academics – Deecha Chadha

RECEIVED:

An oral report from Deecha Chadha.

REPORTED:

That a principal concern of the research had been that HEIs do not go far enough in training academics to become effective teachers,

That the evidence base had suggested the need to look beyond HEIs and consider how the Secondary Education Sector could develop and inform best practice.

That the Higher Education Academy framework failed to consider emotional support arrangements that should be provided to students throughout their studies.

That the delivery of teaching within HE had shown academics often enter into academic discourse and were unable to reflect upon their teaching.

(by Lord Listowel)

That the recent HE Bill proposed to grade HEI with Gold, Silver and Bronze when considering the quality of teaching and had been established to address poor quality teaching.

That the proposal appeared to be a further way to address these areas in a more constructive approach than that set out in the current bill.

(by S. Croft)

That the proposal addressed common agendas both within schools and teacher training.

(by I. Power)

That the sharing of good practice with HEIs should be encouraged, with a lot to be learnt across both fields.

That HE teaching was often content driven, and universities could benefit from understanding how the reduction in content can inform better teaching and learning within HEI classrooms.

That collaboration between HEIs and Secondary schools could address some of the issues faced with recruitment to shortage subjects, enabling better teaching and introducing subject specialists into schools to address concerns.

RESOLVED:

That a round-table discussion be held to address the concerns raised and identify how HEIs and Secondary Schools could develop stronger links to address concerns raised.

9/16-17 Date of Next Meeting

REPORTED:

That the next meeting of the All Party Parliamentary Group for the Teaching Profession will take place in the Summer Term.

UNCONFIRMED