

APPG on the Teaching Profession
18th April 2016 4pm
Committee Room 10 – Palace Of Westminster



1. Ian Mearns MP opened the meeting and Chris Waterman provided an overview of proceedings, inviting comments on the White Paper which formed part of the discussion with the Secretary of State.
2. Nicky Morgan presented a brief outline of Education Excellence Everywhere, the white paper published in March, highlighting that the paper was drawn up with the intention of raising standards in schools. She then took questions from the attendees at the meeting.

She highlighted an awareness of the disparity of teaching provision, citing areas of deprivation and knowledge of where the national cold-spots show lack of quality in schools and their leadership.

‘We want to get the best teachers and best headteachers into challenging areas’.

She mentioned that the College of Teaching, as an independent body, could be a vehicle for securing improving quality in schools, within the recommendations coming out of the workload studies.

Recruitment and allocation processes will be strengthened to meet the needs of more pupils than ever. To meet these needs, more women need to go into/return to teaching and flexible working patterns must be developed. More women must also secure promotion to leadership roles.

Replacement of QTS with a stronger accreditation will allow Heads and other great leaders to make judgements about the quality of delivery in the classroom.

Multi-Academy Trusts (MATs) will afford wider opportunities to share CPD and the National Teaching Service will deploy trained teachers to areas of shortage, starting in the North West in September.

‘We do want the profession to take ownership of the training of the next generation of teachers’.

The following issues were raised in the question and answer session.

Training

Undergraduate courses should not be ignored in the plans to improve teaching provision.

There is a need for subject diversity in training (eg D&T).

Lack of clarity about routes into teaching remains, with “school-led” being a misleading term and allocations system being nebulous. The school and University partnership provides the training, not university or school led, but partnership led.

Craft based or professional? Question remains. ITT must be evidence based and develop trainees’ deep rich knowledge of what works and why. What level of subject knowledge expertise is required?

Research in one large trust has shown that the most successful teachers have 2:2 degrees and that 1st class degree holders are often the worst.

Questions about new accreditation – how flexible will it be? How will it be funded?

Teacher supply

There is an underlying shortage of teachers. Heads are worried about the costs of recruitment and the cost of using supply agencies (up to £5K to recruit an NQT). There is already a shortfall of

Business Studies trainees for the September vacancies that have arisen. TeachVac is a free solution to help match candidates to suitable jobs. Only one application form to fill out!

Geographical issues lead to over and under-supply. Need joined up thinking on transport, immigration and housing to make it possible for teachers to subsist in some areas.

The accountability system does not allow headteachers to take 'a risk' with an 'OK' teacher who needs time to be developed, which means that they struggle to secure permanent teachers into vacant posts. They then become supply teachers and cost a lot.

What more incentives are there to attract teachers to shortage areas?

Secretary of State responses

Training

There will be challenge to Russell Group universities where there is a shortfall of good schools. The criteria and metrics are under development for HEIs being designated as a Centre of Excellence.

EEF is government answer to the "research informed" agenda, providing an evidence base.

Passionate subject specialists are needed – need to establish what makes a good teacher.

School improvement and CPD

Great teachers are being created by great schools. Need to work together better to provide coverage in shortage subjects like D&T. MATs are part of the improvement agenda. Great teachers will be able to progress to leadership and even to set up their own schools and become MAT leaders or exam board chiefs.

Geographical issues acknowledged. "Ofsted holiday" to be granted to Grade 4 schools to give the new leadership time to get on their feet and recruit/retain staff and secure school improvement.

Otherwise who is going to want to go and teach there? DfE will try to incentivise.

Other departments should be involved (housing, transport and immigration). Recognise a need to think in a joined up way so that recruitment in shortage areas doesn't stall.

Recognition was given to teachers who consistently go above and beyond providing enriching experiences and activities for children e.g. cadet forces and **Duke of Edinburgh's Award**.

Nicky Morgan explained that there are groups which lobby her for additional curriculum time on a regular basis.

Recruitment

There is a strong interest in the vocation of teaching. This needs to be converted into teachers who qualify and remain in the profession. Teacher Supply Model is public to ensure the balance is struck correctly. Feedback welcomed. SKEs need to help to develop expertise in shortage areas.

DfE is trying to simplify access to the various routes into the profession. DfE, schools and unions have a role to play in training the next generation of teachers.

DfE will provide cheaper solution for matching applicants with jobs. Agreed £5K supply agency fee is too high.

Incentives such as flexible working and a +ve message can be used. Loans could be repaid to STEM graduates filling a national shortage. Bursaries are now at their absolute limit. Loans are a possibility.

Meeting closed 5.27pm with a postcode lottery: first prize was a signed copy of the White Paper.