

All Party Parliamentary Group for the Teaching Profession



Minutes of the meeting held on Monday 10 February 2020 at 4.00-6.00pm in The Palace of Westminster, Committee Room 12

1. Welcome and Introductions

Mr Ian Mearns welcomed attendees to the meeting of the All Party Parliamentary Group for the Teaching Profession and noted apologies from:-

- Emma Hardy, MP
- Grahame Morris, MP
- Ian Byrne, MP
- Chris Waterman
- Dame Alison Peacock

2. Election of Officers

REPORTED:

That not enough parliamentarians were present for a re-election of officers. Their names were read out for agreement at a later meeting.

3. Work programme for 2020: Chris Waterman

REPORTED:

That in Chris Waterman's absence, agenda item 3 would not be reviewed, however notes on the item would be made available with the Minutes of the Meeting.

4. The Queens Speech and the debate in the Commons and the Lords: Chris Waterman

REPORTED:

That in Chris Waterman's absence, agenda item 4 would not be reviewed, however notes on the item would be made available with the Minutes of the Meeting.

5. OECD Trends Shaping Education 2019: Georgina Newton on behalf of Chris Waterman

REPORTED:

That the OECD report from the APPG was ready in an electronic format and that if members would like a printed copy, they should contact Chris Waterman.

6. Recruitment and Retention – an update: Professor John Howson

RECEIVED:

The Teachvac review of 2019.

REPORTED:

That the Recruitment into training could forecast future markets for teachers Sept 2020.

RECEIVED:

The Times – Thunderer article of today by Jo Johnson & Jim Knight: It's time to level up routes into teaching.

REPORTED:

That the Thunderer article could be summarised as follows:-

- Recommendation: review apprenticeship levy - for the benefit of small schools (only 46 people have used the levy to access training)
- Would plug shortage if only 15% of TAs took apprenticeship route, however this suggestion did not take subject knowledge into account. No skills audit of TA workforce.
- Open up Assessment Only route for teachers returning from international schools. JH considered not useful.

That on the idea that geography matters:-

- Trainees should be placed where vacancies and attrition were highest, eg, Leaving rates in North East 8.7% and inner London 13.1% Outer London 9.4% 9.2% in North West.
- UCAS Jan figures showed London application figures good compared to last year, which was good and should go some way to meeting the need in that area.
- Generally, UCAS figures were very similar to 2019. Physics applications were low. PE and history higher. Geography applicant numbers had seen a dip. Maths figures were also reducing.
- All of this is in the context of higher demand for teachers as a larger number of students are in the cohort about to enter year 7.
- That bursaries and tuition fees needed equalising to provide sufficient numbers for the teacher market.
- Teaching was now losing more people once they entered. STRB quoted 84.7% retention after year 1, down on 2012. Also, more teachers were leaving at points in their careers when it could have been expected that they might take middle leader roles.

That on understanding the application cycle:-

- Applications tended to be high at the start of a recruitment cycle, then again at the end.
- Career changers tended to make applications at any time of the year.
- Graduate job market tended to dictate rate of applications in later part of the year.

That on Teacher supply for 2020/21:-

- Predictions suggested that numbers of newly trained teachers would, again, be insufficient for this year in Secondary, but Primary teacher supply should be sufficient.
- Teachvac data indicated a red alert for business studies teachers especially in London and SE. Amber warnings for DT, ICT and Maths.
- Science and English were also vulnerable with numbers of vacancies exceeding the numbers of trainees in those subjects.
- As of 7 Feb. 10,000 vacancies advertised so far. Higher than 2019. Schools seemed to be recruiting in the core subjects earlier.

(by Emma Hollis)

That the 46 apprentices would have done School Direct training route, so the apprenticeship route was not providing a useful or cost-effective addition to the teacher labour market.

That Assessment Only routes already existed for international teachers who returned.

That equality on access to student loans would benefit School Direct Trainees (non-salaried) who couldn't claim tuition fees, whereas their FE ITT counterparts could.

Can we campaign for tuition fees to be removed? Would it make a difference?

(by John Howson)

That the treasury pays officers at Sandhurst, but won't pay trainee teachers.

(by Ed Boyle, St Mary's Twickenham)

That late applications and SKE was causing a problem. Maths was 40% down due to this problem in 2019/20

(by Ems Lord, Director of NRICH -)

That there is a project called stimulus, which places Undergraduates into local schools to do coding and other specialist teaching and that this was potentially a cost effective way of introducing undergraduates to teaching which might result in them taking ITT routes later.

(by Tony Gardiner – Mathematician and author)

Emergency action or strategy? Have to make a more long term impact.

(by John Howson)

That the future of teaching schools would also play a part, eg, physics. The uptake from UGs to PG was stronger when the University offered ITT. Teach First had been good at attracting UGs where there was no or little ITT.

That SKE went back to Ken Clarke in 1990s - 2/3 of time in classroom, subject knowledge sacrificed at that time.

(by Peter Cansell, National Association of Primary Educators (NAPE))

That these shortages would lead to a lack of capacity in future to undertake leadership roles (lack of knowledge of child psychology etc)

(by Peter Flew, Roehampton University)

That there were few SDS applications in London. This was confirmed as a national trend.

(by Robert Young (NAPE))

Are there regional differences in primary teacher supply?

(by John Howson)

That London had more wastage so needs would be greater. Pockets of geographical need would exist. Schools needed to be connected to their local teacher training providers in all areas to ensure sufficient teacher supply.

That the Primary school leadership re-advertisement rates were lower than last year. Were MATs making other arrangements?

That Secondary advertisement rates remained constant.

That timing was key – Jan, Feb vacancies were usually successfully filled.

That advertising at other later times meant the pool of available teachers had got smaller.

That schools with particular characteristics; Infant, Middle, Junior found it harder to recruit once the 'pool' was diminished.

That schools with particular needs or characteristics such as very large schools, very small ones. RC, single sex grammar school advertising in June would most likely not be successful.

(by Ian Mearns)

That in the North East, applications were high with a noticeable trend in relocations from south of England.

(by Chris Shepherd, Institute of Physics)

That SKEs had become less popular due to actions from DfE. Government should track trainees through SKE

8. Education Select Committee Update: Ian Mearns MP

REPORTED

That the Education Select Committee had not sat since 9 Nov due to prorogation and the election. There would be some members of the committee who continued, though its new membership was not yet fully agreed.

9. Chartered College of Teaching Update: Ben Ashmore on behalf of Dame Alison Peacock

REPORTED:

That from March, CCoT would be financially independent.

That the Teachers manifesto consultation before election resulted in the document which is **attached**. There was a focus on the quality of CPD, celebration of teachers and teaching to combat the negative narrative, research informed teaching and the establishment of career pathways that recognised classroom expertise.

That CCoT wanted to put case studies together to demonstrate effective methods of flexible working to help schools make this work.

That Chartered Teacher Programme now saw 11 new providers - one international, which would reach more teachers, geographically.

That ED Tech courses would go ahead again.

That Leadership programmes from CCoT were restarting

That the quality of local networks were also being enhanced and it was the intention to multiply numbers of networks in the north.

That the Early Career framework handbook would be released tomorrow.

That a Conference would also ensue.

(by Peter Flew Roehampton)

That schools still seemed not to know that there was a 2 year Early Career Framework coming up.

(by Ben Ashmore)

That the handbook covered the 2 years. There was a need to continue to raise awareness with mentors and schools.

(by Liz Francis)

What traction does the CCoT have when schools etc have control of such things as working arrangements?

(by Ben Ashmore)

That networks were key; lobbying, informing working groups etc. There is more the CCoT could and will do.

(by James Canniford, UCL)

What data could the CCoT offer for its impact to the profession?

(by Ben Ashmore)

That it had been about the launch so far. Feedback from the events taking place around the country demonstrated that teachers were understanding more of a sense of their own agency due to the information they were getting through CCoT. Support of Early Career conference had been strong and feedback said these things were helpful, eg, the termly journal "impact".

(by Sonia Hall NASUWT)

That the NASUWT had concerns about the Early Career Framework; how would it be possible to evaluate a pilot if there was no time between pilot and roll-out? The notion that a new teacher could fail induction after 2 years was not helpful. Changes to OFSTED also posed a big question.

(by Peter Cansell from National Association of Primary Educators)

Is the CCoT big enough from March?

(by Ben Ashmore)

Yes. Contracts such as CTeach diversified income.

(by Clarysly Deller – University of Manchester)

That, when collaborating on ECF some concerns had arisen. Little planning or detail to this completely cross-phase piece of work.

(by Helen O'Connor - Teach First)

That there was a concern that the Early Career Framework entailed a degree of entitlement.

(by Georgina Newton, University of Warwick)

That the pool of mentors was also at risk if they were needed to support teachers in training and 2 years of early career support.

(by Peter Flew)

That a probation of 2 years would affect mortgage applications etc as well for those early career colleagues.

(by Suzanne Beckley – NEU)

That the ECF presented pressures for mentors who fulfilled the dual roles of assessors and mentors. There were risks around the blending of these two roles.

(by John Howson)

That academies and maintained schools might display significant discrepancies as academies did not need to employ qualified staff.

(by Chris Shepherd, Institute of Physics)

That he welcomed the CCoT's progress and would like to see the CCoT take control of data for the teacher workforce.

(by Ben Ashmore)

That CCoT were very keen to work with all providers and would do all they could to support teachers.

(by Max Fishel)

Thanked Ian and the Select Committee for the report on SEND provision and its evidence-based information. It was making a difference to the culture in which SEND becomes fundamentally part of the culture in education.

(by Ian Mearns)

That feedback from the field on the SEND report had been positive and that it had had to be published quickly at the end of parliament so that all evidence was not lost. DfE had still not responded to it.

That Ian expected significant parts of the report to find their way into policy.

(by Sonia Hall, NASUWT)

That the DfE had made reference to it in meetings and said they would take it forward.

10. Date of Next Meeting

Monday 23 March 2020, 4.00 pm

Work Programme for 2020

Introduction

All-Party Parliamentary Groups must meet at least twice a year, but the APPG for the Teaching Profession, since its establishment, has had regular meeting and extra-ordinary meeting covering a wide range of topics.

The APPG has benefited from the support of the Chairman and other officers, and also the attendance of teachers, education organisations and policy makers from across the sector.

Together with regular updates from Professor John Howson and Dame Alison Peacock, the meetings have benefited from contributions by a range of organisations involved with the profession.

The major piece of work in the last session was the response to the OECD publication “Global Trends in Education”. This publication is now at the printers and will be launched at a special meeting of the APPG later in the Spring.

Looking forward

The APPG has, thus far, focussed on teaching in the 5-18 sector.

One key development for the APPG will be to include consideration of further education and higher education and the issues facing teachers in those sectors.

Initial teacher education providers will also be invited to contribute more formally.

Work programme

In addition to the regular items on the agenda, members are invited to:

- suggest specific topics for consideration at future meetings. (Those suggesting a topic will be invited to prepare a short paper for consideration by the APPG.)
- suggest speakers for future meetings
- identify pieces of work that the APPG could commission

Chris Waterman

8th February 2020

The debate on the Queen's Speech

Introduction

In the Queen's speech, there was little more than a passing reference to education:

“To ensure every child has access to a high-quality education my Ministers will increase levels of funding per pupil in every school.”

There was no new education legislation indicated, but this is a double-edged sword: while the education sector will be relieved that there were no radical initiatives, there will be disappointment that the opportunity was lost to introduce changes to existing legislation that the Government had promised.

The third day of the debate on the Queen's Speech dealt with both education and local government: education no longer commands a debate of its own.

The Secretary of State for Education, Gavin Williamson MP opened the debate, speaking for 26 minutes, but taking plenty of set-piece interventions from Conservatives praising the Government's record on education but less than a handful from the Opposition.

As with almost every debate in our adversarial parliamentary system, there were many sideswipes by speakers about what the benches opposite had done or had failed to do.

The debate

On 14th January 2020, the MPs put in an eight-hour shift, from 11.30 am to 7.30 pm, but with an hour of Justice Questions, an urgent question and a statement, the debate on education and local government ran from 1.30 pm to 7 pm.

I have set out below those elements of the Secretary of State's speech that give an indication of the direction of Government policy. With a re-shuffle expected to take place on Valentine's Day, we may have a new Secretary of State for Education (who would be the sixth since May 2010).

While a new minister might come with one or two new ideas, the Government's policy, given the size of the majority, is more likely to be affected by its own backbenchers than by the Opposition.

The Secretary of State:

Education is a mirror to the kind of society that we want to see—an open, flexible tolerant and supportive society where everyone, wherever they are from and whatever their talents, has the chance to achieve their dreams and ambitions. Since becoming Education Secretary, I have been committed to making those ambitions a reality. As Her Majesty the Queen set out in her Gracious Speech on 19 December, we are about to embark on a full programme to ensure that everyone feels the benefit of these changes. (col 907)

Money spent on schools is an investment in our futures. I am pleased to say that we are going to deliver the biggest funding injection into schools in a decade. Over the next three years, we are going to put an additional £14.4 billion into schools in England, with areas in most need seeing the greatest gains. My Department is acutely aware of the huge responsibility we have for all our children, but none more so than the most vulnerable,

especially those with special educational needs. That is why we announced £780 million additional high needs funding for the following financial year, an increase of 12% compared with this year. That will be the largest year-on-year increase since the high needs funding block was created in 2013, and I am sure it is something everyone will welcome.

One of our most pressing priorities is to make sure that all children in care or in need of adoption are given a loving and stable home. We are providing councils with an additional £1 billion for adult and children social care in every year of this Parliament. That is alongside the £84 million to be spent over five years to keep more children at home safely. We are also going to review the care system to make sure that all care placements and settings provide children and young adults with the support that they need.

We all know how important a loving home is to a child's development and we want to give parents all the support we can. We have announced a new £1 billion investment to create more high-quality, affordable childcare provision for families with school-age children, including a £250 million capital fund to help schools to overcome barriers to offering on-site childcare provision. The aim of this Government is always to be there supporting parents and families as they bring up their children.

Thanks to our reforms, standards in schools have been rising, but that does not mean that this is the moment to ease up or stop that progress. Schools should be safe and disciplined spaces, where pupils can learn in a happy and secure way. That is why we are investing £10 million to establish behaviour hubs to help teachers who are having to deal with disruption in the classroom and within a school. We are also expanding alternative provision schools for troubled or disruptive youngsters. We have launched a £4 million alternative provision innovation fund. Projects being run as part of that will guide our plans for this important sector, which needs reform and change.

We have made great strides with the more rigorous academic programmes of study, but we know that the arts are vital in helping young people learn creative skills and widen their horizons. We also know that the creative industries play an important role in the United Kingdom economy. For those reasons, we will offer an arts premium to secondary schools to fund activities from 2021. We will also continue to fund music education hubs next year, with an extra £80 million.

I would now like to come on to standards. Thanks to Ofsted inspections, we have seen standards in our schools rise continuously since 2010. Plans are in place to take forward our pledge to lift the inspection exemption that currently applies to outstanding schools. That will mean parents have up-to-date information and reassurance about the education being provided by their child's school.

Since 2010 the Government have been transforming the education system to place more autonomy and freedom in the hands of teachers, giving parents more choice. The free schools programme has been a key part of this and is a stand-out success. Our manifesto

pledges to build more free schools, to continue to promote innovation and to continue to drive higher standards in schools, especially in some of the communities that are most deprived and that need to see something better in the education provided.

Let me go back to the subject of free schools. A disproportionate number of the free schools we have created have been built in London and the south-east. I want to see this revolution in education delivery rolled out, spread much more widely through the midlands, the north and the south-west of England, driving up standards and attainment in all our schools and all our communities.

It is obvious that to deliver these world-class standards we need more of the very best teachers to join those we already have. That is why we have pledged to raise starting salaries to £30,000 by 2022, which will put teaching on a par with other top graduate professions. We are also offering early career payments worth up to £9,000 to new physics, mathematics, languages and chemistry teachers, in addition to generous bursaries of up to £26,000. Simply, we always want to attract the very best into the profession, and that is what we are determined to do.

Conclusion

With the possibility, perhaps even the likelihood, of a five-year Parliament, the task for the Opposition and the sector will be to propose changes that the Government may, or may not, choose to accept. Evidence-based ideas may have more chance of success.

Chris Waterman

Secretary