

 A Registered Charity (No 275082)

*Promoting Quality in Teacher Education*

**Minutes of the meeting of the School Reference Group held at 1pm on Wednesday 16 October 2019 at Woburn House, Tavistock Square, London WC1H 9HQ**

Present

Kyle Bailey, Ambition Institute (item 2 only)

Dave Boothroyd, the Minster School TSA

Jake Capper, Archbishop Holgate School (Vice Chair)

Jill Fitzsimons, Whitefield School

Julie Greer, Cherbourg School (Chair)

Spencer Hennessy (Emanuel College, Gateshead)

James Noble-Rogers (UCET)

Keith Perera, Bosco Teaching School Alliance

Brian Rock, Ebor Hope TSA

Apologies: Chris Buckley; Sean Cavan; Anne Drury; Jackie Moses

Welcome & introductions

1. Colleagues were welcomed to the first meeting of 2019/20, with a particular welcome given to those attending for the first time.

Ambition Institute

1. Kyle Bailey from Ambition gave a presentation on the Institute’s EEF supported early career development programme for NQTs. Comments made during the subsequent discussion included: funding and support for mentors being crucial to the effectiveness of early career development programmes; induction leads also had an important role to play; quality assurance mechanisms for the programme should be put in place; the scope to personalise and contextualise the overarching framework might be an issue; and the application of ‘off the shelf’ programmes might be effective for some schools and not others.

Minutes of the previous meeting

1. The minutes of the meeting held on 5 June 2019 were agreed. On matters arising, it was suggested that the new school experience portal should be changed to allow applicants to identify which subject experiences were available on a particular day, and to let schools to see details of A’ Level subjects and results. On SEND, it was confirmed that there were no specialist SEND ITE programmes at present, although student teachers could receive special school placements and some programmes did include specialist SEND modules. The role of HEIs in supporting SEND in ITE was noted. Margaret Mullholland and Julie Greer will be working with others to draft a UCET position paper over the next few months. Any further thoughts on this can be emailed to: j.noble-rogers@ucet.ac.uk.

Updates

1. The following updates were provided:
* ITE recruitment: The new ITE application system being piloted DfE was thought to be user friendly from the perspective of the applicant, but time consuming for providers that wanted to amend programme details.
* The new ITE content framework was expected to be published during the spring term, and would reflect and build on the Early Career Framework. The new ITE content framework would be mandatory for al programmes from September 2020.
* Pre-entry skills tests in literacy and numeracy will not apply to any candidates beginning programmes after April 2020. Examples were given by SRG members of assessments being made at interview, with subsequent tailored support provided when needed. The new procedures were not felt to be a barrier to recruitment. The iniquity in not being able to accept candidates failing skills tests by a tiny margin prior to April 2020 was noted.
* The DfE review of the current shape of the ITE market had begun with a number of consultation events taking place this term.
* The new OfSTED ITE inspection framework was being piloted and would be subject to formal consultation in the New Year. It would apply from academic year 2020/21.
* The results of bidding to deliver the Early Career framework in the pilot regions from September 2020 had been announced. The successful bidders were: UCL; Teach First; EDT (with Sheffield Hallam University); and Ambition Institute.

Teaching school hubs

The group discussed the reconfiguration of teaching school hubs. The focus of the new hubs might, it was suggested, be on school improvement as much as on teacher development, although it was noted that schools operating successfully in some contexts might not be best placed to support those working in others. The criteria for the new hub leads relating to the EBAC was problematic, and might be seen as a way to push the EBAC rather than as a way to identify potentially good teaching schools. There was, generally, thought to be a lack of clarity about the emerging role of teaching schools and how their performance would be evaluated.

Professionally acceptable workload

The group welcomed the paper drafted by Julie Greer and Caroline Daly, the content of which would be the subject of a keynote at the 5-6 November UCET conference in Stratford upon Avon (registration open at: <https://www.ucet.ac.uk/conference>). How workload is addressed in schools is often disproportionally the responsibility of senior managers, whose workload often increased as a result, rather than of teachers themselves. Teacher stress was influenced by a number of factors, including hours worked, accountability mechanisms and time spent on things not felt to be directly related to pupil learning. It was suggested that case studies might usefully be included with the paper. Other suggestions should be sent to Julie Greer (J.Greer@cherbourg.hants.sch.uk).

Any other business

None not already covered.

Date of next meeting

25 February 2020 at 1pm. Agenda items to include: Accelerate; teaching school hubs; OfSTED ITE inspection framework; ECF roll-out; the ITE content framework; and the shape of the market review.