



The National Association of
School-Based Teacher Trainers



CHARTERED
COLLEGE OF
TEACHING

19 February 2019

Rt. Hon Damian Hinds MP
Secretary of State for Education
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Secretary of State,

We wrote to you on 17 April 2018 to share with you some ideas about how to address teacher shortages and we were pleased to see that some of our ideas – for example: a professional development entitlement for new teachers, a simplified applications system and a shift of financial incentives from recruitment to retention – are reflected in the recruitment and retention strategy published on 28 January.

We have, as you know, been supportive of the new strategy and we are grateful to your officials for engaging with us over its development. We look forward to being involved in the implementation, and to that end would like to make the following suggestions in addition to those in our earlier letter:

- The existing ITE landscape is overly complex and there is a case to be made for reviewing the shape of the market, particularly in regards to how to develop provision in the so called 'cold-spots'. Care will however have to be taken to ensure that the existing supply base is not threatened. Accredited ITE providers – SCITTs and HEIs together with their School Direct partners – have done the country proud in supplying some 30,000 new teachers to schools each year, as well as supporting schools in regards to CPD, education research etc. The essential purpose of teaching schools must also be protected. There may be a need to review the way in which some provision is organised, while at the same time having due consideration to the fact that HEIs and SCITTs deliver core ITE provision alongside School Direct, and the viability of both core and SD depends to an extent on the viability of the other.

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- We need to ensure there is a seamless transition from ITE into the ECF to support schools and NQTs. The continued involvement of accredited ITE providers beyond ITE into the ECF period will help to enable this and is in our view a key to its delivery success. ITE providers are ideally placed to be delivery providers in their local regions and, potentially, beyond. Robust and consistent quality assurance will be a key underlying factor in the success of the ECF and their importance cannot be underestimated. Bringing in such a large scale improvement in the system requires clear QA processes to be planned and deployed prior to roll-out if the expectations of EC teachers are to be fully met across the country. ITE providers' role in delivery could be inspected by OFSTED as part of a broadened ITE inspection framework, but it will be critical that there is QA in place for all stages of delivery, and that this is focussed on ensuring that all early career teachers receive their entitlement. As the professional body for the teaching profession, the Chartered College of Teaching could play an important role here.
- We would like to see the ECF, as well as the new professional qualifications, to have the option of being linked to Master's level credits. The benefits to teachers of undertaking CPD at Master's level are well-documented and encouraging, and facilitating an all Master's qualified profession would do a huge amount to boost both the status, effectiveness and research literacy of teachers. We also think that the DfE should consider the extent to which the ECF and the new professional qualifications can link to the Chartered Teacher programme and to the range of professional development opportunities offered by the Chartered College, including Chartered College membership, which seems a natural step alongside the ECF's focus on evidence and engagement with professional status.
- The way in which people apply for ITE programmes is too complex, and has not traditionally been flexible enough to respond promptly to changing circumstances. While we have no preferred delivery body, we do however hope that any new system will be subject to robust checking and piloting before it goes live, and that back-up systems are in place in case anything goes wrong.
- The benefits of the ECF and the recruitment and retention strategy should, with appropriate adjustment, be extended to teachers working in other sectors, particularly early years and post-compulsory.

We would welcome the opportunity to discuss these issues with you in more detail, and look forward to supporting the implementation and further development of the recruitment strategy and the ECF.

Yours sincerely,



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